

**IN-SERVICE TRAINING FOR ELEMENTARY TEACHERS
OF
HARDEE COUNTY**

RUTH V. SOUTHERLAND

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IN-SERVICE TRAINING FOR ELEMENTARY TEACHERS
OF
HARDEE COUNTY

RUTH V. SOUTHERLAND

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949



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ACKNOWLEDGEMENTS

The writer wishes to acknowledge her indebtedness to Doctor Clarence L. Murray for his assistance, personal attention, and unselfish patience in directing the preparation of this thesis.

The writer would also like to make acknowledgements to the following people for inspiration and assistance in the preparation and completion of this thesis:

Doctor J. C. Peel, Dean, Florida Southern College

Professor D. A. Thompson, Florida Southern College

Professor S. T. Lastinger, Florida Southern College

Mrs. Septa Carlton, Wauchula, Florida

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to attempt to determine the extent to which supervision in the elementary grades of Hardee County is proving to be an effective means of improving instruction through an in-service teacher training program.

It will attempt to evaluate the different techniques employed and to make recommendations which, if followed, should improve the quality of instruction.

A recognition and understanding of the need for a workable program is necessary if teachers are to be provided with favorable conditions which should bring about the fullest possible development of their potentialities.

Such a program will attempt to develop the philosophy that,

"In general, supervision means to co-ordinate, to stimulate, and to direct the growth of teachers in the power to stimulate and to direct the growth of every individual pupil through the exercise of his talents toward the richest and most intelligent participation in the civilization in which he lives."¹

1. Thomas H. Briggs, Improving Instruction, p. 2.

Specific Problem

The specific problem involved in such a program is "How can the supervisory program be adjusted to meet the needs of elementary teachers in their efforts to improve instruction?"

This problem gives rise to a number of important questions:

1. What should be the educational philosophy of the supervisor in relation to the in-service training of teachers?
2. What are some of the over-all purposes of educational philosophy?
3. What are the special functions of corrective supervision; preventive supervision; constructive supervision; and creative supervision?
4. What are the functions of the supervisor in providing resources from which the teacher may draw?
5. What practical techniques may be followed to secure greater effectiveness in the improvement of instruction?
6. What should be the relationship between the supervisor and the teacher?
7. What should be the relationship between the supervisor and the pupil?
8. How can an evaluation of the services of the supervisor be made?

For purposes of analysis, supervision for in-service teacher training may be divided into four parts, although in actual practice the activities of all the parts are intermingled. These are:

1. An environment that is conducive to teacher growth and development must be created. This is the soil in which supervision works.

2. Teachers must be persuaded that the satisfactions resulting from personal growth are worth the price.
3. Teachers must be given specific initial help in understanding projects that lead to personal growth.
4. The means of satisfactory teacher growth need to be provided.²

A satisfactory environment for supervision should include among other factors, the following:

1. Personal confidence of teachers in their supervisors.
2. Professional respect of teachers for their supervisors.
3. An abundance of stimuli for teacher growth.
 - a. Research activities
 - b. Cross-fertilization of ideas through pupil-teacher, teacher-teacher, supervisor-teacher, and other conferences
 - c. Visitation of classes in same building, other schools, other communities
 - d. Contacts with leaders--administrators, authors, community people, and others
 - e. Bombardment with new ideas--bulletins, periodicals, books, people in general.
4. Reduction from the harassments and annoyances of teachers:
 - a. Smaller classes
 - b. Better equipped classrooms
 - c. More attractive classrooms
 - d. Cleaner buildings

2. N.E.A. Journal, The National Elementary Principal, V. 26, No. 4, February, 1947, pp. 15-20.

- e. Clear-cut definition of authority, responsibility, duty, reward, and coercion
 - f. Convincing reasons for the assignment of additional duties.
5. Positive actions to increase the satisfactions that accrue to teachers:
- a. Better salaries
 - b. Repeated, honest recognition of worth
 - c. Provision of opportunities for needed recreation
 - d. Greater freedom to exercise normal and desirable psychological drives.³

The educational philosophy of the supervisor in relation to in-service teacher training is of vital importance if desired results are to be realized. In the first place, supervision is concerned with people rather than with things. Fox⁴ says,

"Supervision is the chief means of improving people. Machines can be improved by oiling and redesign. People sometimes respond to the former but seldom to the latter."

It appears reasonable to assume that more supervisory effort is expended upon attempts to remold the teacher's personality and to redirect her techniques than upon any other means of directing growth.

3. Ibid., p. 17

4. James Harold Fox, "What is Good Supervision?" The National Elementary Principal, Washington, N.E.A. V. 26, No. 4, February 1947, p. 16.

"What has often been overlooked in supervision is the simple fact that people are improved most effectively by the process of learning. Machines cannot learn; people can. Machines function close to their maximum efficiency or not at all; people rarely approach their maximum efficiency and even the weakest has some efficiency. The potential capacities of machines are easy to determine; many aspects of the potential capacities of people cannot be determined at the present time."⁵

Good supervision, then, is concerned with the improvement of people through a process of learning. Its nature is, therefore, fundamentally determined by the "guide posts" of learning. Only a few of these guide posts can be mentioned here, but chief among them are:

1. Learning is a kind of growth.
2. It is gradual, continuous, and unified.
3. It must be initiated, energized, and directed by the learner at the time of learning as desirable enough to warrant the sacrifice of time and the expenditure of energy necessary to achieve the learning.⁶

In the light of the foregoing, it appears reasonable to think that the over-all purpose of supervision is the process by which teachers are improved. Along this line of thinking, it should be emphasized that supervision does not merely exist for the benefit of children, worthy as that purpose may be. Teachers, too, are people; and good supervision must benefit not only the pupils, but also the teachers.

5. Ibid., p. 16.

6. Ibid., p. 17.

Briefly stated then, supervision is the business of helping teachers to improve themselves so that they may lead richer, fuller, and happier lives, and through such increase in the breadth and quality of their living, become better teachers.

The principal who carries on supervisory activities is presumed to be an educational leader. His supervision will be scientific if he uses appropriate means to evaluate the objectives of instruction. His supervisory activities should be democratic in that he seeks the cooperative effort of his staff in planning learning experiences for children and in carrying them out so that they are maximally successful. His supervision will be creative if it provides an opportunity for each teacher and pupil to grow through the exercise of his talents and abilities under expert professional encouragement and guidance. Such supervision encourages initiative, originality, self-reliance, and self-expression. It stresses strengths rather than emphasizes weaknesses.

Such a concept of supervision is one which will challenge any professionally minded principal and a well-trained, hard-working faculty. It will be a source of inspiration to a faculty and will result in increasingly better instruction.⁷

If teachers are to be persuaded that the satisfactions resulting from personal growth are worth the price, the supervisor must know something of the scale of values held by each teacher. She must be able to relate the benefits of personal growth to satisfactions high on that scale. This implies a reasonably extensive knowledge of the philosophical outlook of each teacher and a realistic answer to the question, "What does she want out of life?" The supervisor can be moderately

7. Paul B. Jacobson and William C. Reavis, "Duties Pertaining to Supervision," Duties of School Principals, p. 506.

confident that most of his teachers highly prize a feeling of worth.

"The belief that educational programs in a democratic society should place primary emphasis upon the worth and dignity of human personality and high value on establishing good human relationships in a second point of emphasis."⁸

If, through personal growth, the teacher is convinced that her life will be more worthwhile, she is likely to be willing to pay the price to achieve it. Of course, in the case of some individual teachers, the business becomes very complicated for comparisons are involved. It can readily be seen that one teacher in a program may experience many satisfactory feelings of worth through her family relationships, her social activities, and her church associations. To her, feelings of worth resulting from school activities may be of minor importance. In the case of another teacher, feelings of worth stemming from her teaching may be the only source of such satisfactions.

Even though teachers are convinced that personal growth is worth the price that must be paid for it, impetus supplied by supervisory encouragement and enthusiasm may be needed for worthwhile development. A warning, however, in this respect, seems timely. Supervisors often make the mistake of starting teachers on initial projects that are too complicated, too difficult, or too unlikely to yield satisfactory outcomes.

8. Educational Leadership, Journal of Supervision and Curriculum Development, N.E.A. December 1948, p. 174.

Many curriculum projects may be criticized for these reasons. More promising are such procedures as the following:

1. Encouraging teachers to try minor innovations in teaching procedures.
2. Encouraging teachers to undertake minor pieces of research suggested by problems already of concern to them.
3. Placing check lists in the hands of teachers to promote self-appraisal.
4. Getting teachers to assist in the evaluation of school activities that lie a little outside of their main areas of interest.⁹

Teachers should not be robbed of the privilege of solving problems for themselves, even though help given by the supervisor may be definite and concrete. The good supervisor ordinarily helps with sources of information, several suggestions instead of one, a study of the issues involved, provision of needed equipment, aid in getting administrative approvals, and the like. In other words, the supervisor should so act as to leave a maximum number of judgments to be made by the teacher.

. . . In fact, practically all the problems usually classified under the caption "supervision of instruction" will arise from time to time to challenge the professional leadership of the principal. There is no implication here that the principal should have ready answers to all the questions which may arise. No one who knows the literature in education has ready-made solutions to all problems. Yet to exert the leadership which a principal should manifest, one must be familiar with professional literature and be able to direct the interests of teachers to worth-

9. James Harold Fox, "What is Good Supervision?" The National Elementary Principal, V. 26, No. 4, February 1947, p. 18.

while reading and study which will eventuate in teachers' meetings or conferences at which intelligent methods of handling the problems may be decided.¹⁰

It will be helpful here to point up and briefly discuss general supervision from the standpoints of several functional phases. The special function of corrective supervision is for the supervisor through stimulus and direction to increase the possibilities of growth on the part of the teacher. The success of such an effort is not accomplished by fault-finding. Some faults may be trivial, and in that case, it is best that the supervisor overlook them. Other faults may be corrected by incidental comment. Serious faults may require immediate constructive treatment. Under no circumstances, should the supervisor resort to hasty and drastic efforts to erase the weakness, especially in the presence of the pupils. However, if the fault is general and deep-rooted, a faculty meeting may be advisable, so that through discussion an agreeable and effective solution may be reached.

Out of many experiences in group dynamics have come techniques for effecting changes in behavior which can be applied to various problems in the field of education. One technique which has successfully been used is the socio-drama. Through the dramatization of a problem situation the attention of the group is focused upon the strengths and weaknesses in the performance. Out of subsequent analysis comes practical help for all those who are participating in the group process.¹¹

10. Henry J. Otto, "The Professional Elementary School Principal," Elementary School Organization and Administration, p. 550.

11. Educational Leadership, Journal of Supervision and Curriculum Development, N.E.A. February 1949, p. 292.

Preventive supervision has for its function the attention of the supervisor toward symptoms which may lead to objectionable teaching practices. A supervisor who has had teaching experience can often detect signs that indicate difficulties ahead. The beginning teacher is usually more susceptible because of her lack of experience in real teaching situations. She, herself, may fail to detect the fault. Supervisory procedure to remove the difficulty, is dependent upon the personality, strength, and self-confidence of the teacher in question. An informal, pertinent suggestion at the proper moment may lead to a satisfactory solution. It may be necessary to analyze thoroughly the situation in terms of its potentialities. Frequently a reference to literature in the area or observation of a teacher who has successfully overcome a similar problem may be beneficial. Preventive supervision should help the teacher to save herself from later embarrassment and to retain faith in her ability to achieve her purpose. It is interesting to note what certain authors have said about the importance of preventive supervision, as the following will indicate:

. . . Beginning teachers need continuous and expert help to enable them to adjust themselves to the new environment and to become successful teachers. Supervision at this time can often be most effective before teaching habits are formed and when the young teacher, realizing his needs, is genuinely receptive to help. Teachers new to a system are in very special need of supervision, whatever their previous experience.¹²

12. ABC's of Supervision, A Manual for Administrators and Supervisors, University of Florida, p. 3.

In constructive supervision, the special function is to envision the scope of what effective education should be. The most effective procedure is to promote growth rather than to correct errors. By stimulation and encouragement, the supervisor should seek to enlarge the vision of his teachers. He should never emphasize the replacement of bad practices by good ones, but he should encourage the improvement of present good practices,--always minimizing the poor and stressing the good.

Teachers who are new to a particular school system need supervisory help in getting oriented to an unfamiliar situation. Such teachers may need much "remedial" supervision to eradicate bad habits formed by teaching without help or they may need developmental supervision in order to arrive at their full potentialities.

. . . There are the experienced competent teachers who need supervisory help. They may wish to increase the scope of professional activity or to get "out of a rut." . . . Teachers need, and should receive, supervisory aid to improve the teaching process.¹³

A final phase of supervision for our study in this connection is that of creative supervision. This feature of the program is to provide an opportunity for the ingenious teacher to develop new techniques leading to an enriched educational program. To achieve this objective, it is necessary to remove the barriers of rigid organization and many set procedures, together with over-crowded rooms and over-loaded

13. Paul B. Jacobson and William C. Reavis "Duties Pertaining to Supervision," Duties of School Principals, p. 506.

schedules which often discourage even the most ambitious and most courageous of creative teachers. Set procedures should not be imposed upon these teachers who are human beings instead of machines. It must be remembered that they are individuals who possess individual differences and the procedures of teaching which they employ will also differ. Just so long as the procedure does not contradict the approved general philosophy of education, teachers should feel free to utilize it for their purposes.

. . . Democratic supervision which provides ample opportunity for participatory discussion and group formulation of policies and plans, which treats all contributions with respect no matter how small or simple, inevitably stimulates creative expression from many, perhaps from all the group. Current belief is that every normal individual is capable of creative expression in some degree. Growth and development of the total personnel including community members is definitely stimulated through creative expression. Supervision in addition to providing opportunities for creative contribution will deliberately seek latent talent, will deliberately manipulate the environment to provide settings for creative expression.

. . . The term "creative" is used here in its original root meaning which has dominated usage for centuries: the suggesting, devising, inventing, producing something new, unique, not-before-existent.¹⁴

It is the function of the supervisor to provide, or to make available, those resources which will be helpful to teachers in furnishing complete instruction for their pupils. In this service, the administrator in the school or county

14. A. S. Barr, William H. Burton and Leo J. Breuckner, "Principles Governing Supervision," Supervision, p. 62.

system should concur in the final selections made.

Among the resources which should be made available for the use of teachers, the following should be included:

1. Complete text materials in accordance with pupil needs and state adoption.
2. Adequate and sufficient reference materials.
3. Essential physical facilities, including blackboards, erasers, chalk, waste containers, charts, globes, proper light control, and others.
4. Necessary visual aids materials, such as projectors, film strips, slides, film rental facilities, and film catalogues.
5. Materials for testing programs to make effective evaluations of pupil progress.
6. Construction materials and simple tools for needed project work.
7. Accessibility to cumulative records of pupils and willing assistance in acquiring additional data.
8. Necessary educational materials, such as state bulletins, books, and latest publications on content and methods of instruction.
9. Full utilization of available materials in human and physical resources within the community.¹⁵

In making provision for adequate and suitable materials and resources from which teachers may draw, the experiences of many supervisors gives conviction to the statement by Cleata Thorpe¹⁶ that organizing material has been definitely worth-

15. ABC's of Supervision, A Manual for Administrators and Supervisors, University of Florida, p. 11.

16. Cleata Thorpe, "Making Use of Instructional Materials," The National Elementary Principal, N.E.A. Twenty-First Yearbook, V. XXI, No. 6, July 1942, pp. 440-442.

while. She continues by saying that the teachers at first did not always remember to consult the indexes, but soon learned to use them and now they go to the catalogues often as sources of illustrative and supplementary materials.

On the basis of experience in Hardee County in supervisory leadership in providing materials and resources for teachers' uses, it appears reasonable to recommend the picture file, the centralized library book catalogue, and collections of exhibit materials as being well worth the cooperative efforts of any school staff. Most certainly members of the supervisory group seem agreed that cataloging available materials for class use is work well worth time and effort. Teachers in the local situation feel free to utilize the materials in the county collection at any time. The supervisor's office contains a listing of free and inexpensive materials which can be obtained without delay, as well as having on hand numerous books, papers, art materials, pamphlets, and other resources which the teachers can obtain merely by requesting them. With teaching materials readily located and available, instruction should become more challenging and effective in the establishment of good learning situations.

As a precaution in supervisory activity in securing materials for teachers, it seems wise to say that supervisors should lead teachers to see the possibilities to be had from

the use of supplementary materials. Imposition should not be used by supervisors, no matter how badly needed such resources may be.

"In determining the resources from which a teacher may draw and use effectively, it is best that the supervisor confer with each teacher in determining the needs and how the resources may be used effectively in meeting these needs."¹⁷

This statement presupposes that no real supervisor alone should make the selection of classroom materials for a program. Teachers need suggestions and guidance in making choices of resources, and the supervisory staff should be in readiness to render that assistance; however, it should never impose its authority in this respect any more than in any other area of leadership.

"Supervision is the very complex function of improving instruction and of keeping the instructional work of a system coordinated. Supervision is a co-operative enterprise for the success of which the teacher, as well as the supervisor, is actively responsible."¹⁸

Among the supplementary aids which facilitate teaching in Hardee County are the projectors, slide machines, recording instruments, tests, workbooks, art materials, charts, globes, maps, mimeographing machines, well-equipped lunch-rooms, simple construction tools, and countless other aids.

17. ABC's of Supervision, A Manual for Administrators and Supervisors, University of Florida, p. 12.

18. Ibid., p. 2.

In a very recent pamphlet prepared by the State Department of Education and discussed at the State Supervisors' Annual Conference in Gainesville, Moorer¹⁹ presented an instrument for self-analysis by supervisors in the counties. On the check sheet given in the section devoted to materials and resources which should be available for operating the program, the author lists the possible characteristics of an inferior program as compared with those of a superior program. The following which seems both interesting and constructive is the form given:

<u>Inferior Program</u>	<u>Superior Program</u>
1. Concern for materials of instruction is limited to providing a textbook for each child in each subject.	1. Provision is made for securing a wide variety of both textbook and supplementary materials.
2. Concern for materials of instruction is limited to printed materials only.	2. Provision is made for adequate supply of maps, globes, film and film strips, recordings, and the like.
3. Available consultants from the state department of education and from the state universities and other state agencies are not utilized.	3. Available consultants and resource people from state agencies and institutions are frequently used. Plans are made in advance for securing the maximum contribution from these people.

19. Sam H. Moorer, How Good is Your Supervisory Program? An Instrument for Self-Analysis, prepared for Florida State Department of Education, Tallahassee, January, 1949.

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|--|--|
| 4. Available resources from local agencies and the community at large are neither known or utilized. | 4. An inventory of human resources in the community has been made. Teachers know who is available and use them frequently. |
| 5. There are no professional materials for teachers available on a county-wide basis. | 5. There is a county materials bureau with an adequate supply of appropriate materials for the use of teachers. These materials are readily available and widely used. |
| 6. There is no medium for sharing ideas and experiences on a county-wide basis. | 6. Provision is made for sharing ideas and experiences on a county-wide basis through newsletters, teachers' meetings, personal conferences and the like. |
| 7. Necessary but expensive materials and equipment are not available to smaller or rural schools. | 7. Some types of materials and equipment which cannot be purchased for all schools is placed in the county materials bureau and made available on a rotating basis to all schools. |
| 8. Teachers are not kept informed about free and inexpensive materials. | 8. Teachers are kept informed about free and inexpensive materials. |
| 9. Little use is made of first hand observation in the community. | 9. Facilities and information relative to field trips is readily available. |

In the light of the foregoing, it would seem challenging to any supervisor or administrator to become aware of the difference between a functioning materials and resource program and one that is not utilizing the possibilities for growth and development in this area of supervisory work.

The most difficult aspects of supervision have been met when a satisfactory environment for supervision has been provided, when teachers have been convinced that supervision is worth the price, and when teachers have been started along the road to further learning. There remains the provision of the means of continuing that growth. One of the most disastrous phases of a true and worthwhile development in growth and development is a complacent satisfaction, on the part of teachers, toward personal improvement. There are constant challenges to the supervisor to maintain a program which will constantly stimulate and encourage school personnel to feel the obligation to their students and to themselves to grow continuously. Supervisors, too, need to be so enthusiastic in the opportunities for directing and vitalizing the learning process that they will ever be alert to the needs and demands of full and purposeful pupil and teacher participation at all levels.

Definition of Terms

Supervision may be defined, for use in this study, as having for its purpose a county program of instruction which can make the maximum contribution to a realization of the purposes of education in a democracy. The immediate and overall purpose is to lend every effort toward improving conditions which surround growth and learning of teachers and pupils.

In-Service Training is primarily concerned with the

problem of directing the growth of teachers through means of suggesting educational implications, potential techniques, and procedures which may be used to effect ways of genuine in-service professional growth for the teachers and the school.

Educational Philosophy is concerned with the aims, the values, and the policies of conduct. It leads the way as it discovers, speculates, and clarifies the educational procedure. Woodruff²⁰ states that,

"Educational Psychology is that branch of general psychology which deals primarily with the problems of learning, considered from the standpoint of the characteristics of the learner, the nature of what is to be learned, and the process by which learning takes place."

Delimitations

1. This research will apply to elementary teachers only.
2. It will be concerned with the program for the in-service training and growth of elementary teachers.
3. Emphasis will be upon those techniques which are most important and most helpful to teachers of elementary children.
4. Grades one through eight will be considered in this study.

Basic Assumptions

1. The pre-eminent ideal of the American people in general and the State of Florida in particular is

20. Asahel D. Woodruff, "What Educational Psychology Is," The Psychology of Teaching, Chapter 1, p. 1.

equality of opportunity; the teachers and the schools must face this obligation and must provide this opportunity.

2. Every living individual, teacher and pupil, is inherently valuable in society, and therefore, is privileged to receive all the help for development which can be given him so that he may achieve his highest potentiality.
3. Activities in the school program should be so planned that individuals experience the things they are seeking to learn.
4. The development of in-service programs which meet the needs of teachers and pupils must come through active participation of all persons concerned, working in a democratic manner on problems of concern to all.

The acceptance of the principles given in these basic assumptions includes the establishment of foundations of good adjustment in most individuals. Included too, in the over-all comprehensive goals of such a program are: physical health, a feeling of security and a feeling of adequacy in achievement of purpose; a satisfying balance of success and failure; the ability to accept reality and to utilize personal intelligence in the solving of problems; an understanding of the necessary blending or discrimination between freedom of activity and discipline of procedure; and a constructive, workable philosophy based upon acceptance of the reality of eternal change.

Basic Hypotheses

This program of training for teachers in service concerns itself with the growth and development of elementary teachers

and with utilization of those techniques and procedures which will help to provide more effective and satisfactory experiences in instruction and in inspiration from supervisory leadership in Hardee County.

The Need for the Study

Working in a supervisory capacity with elementary teachers for the past five years, the writer has come to realize the need for providing on-the-job training to help teachers to achieve better understandings of children physically, mentally, and emotionally.

Some teachers have the false idea that a four-year college degree means complete preparation for teaching. A college degree should not be a stopping place but merely the entrance requirement to the teaching profession. In Hardee County quite a number of regularly employed teachers have not yet achieved four-year degrees, and several have only two years of college preparation. However, the picture at the present is much more encouraging than it was when the supervisory program was begun. TABLE I, which follows, presents a picture of progress in the achievement of college degrees in Hardee County from 1943-44 to 1948-49:

TABLE I

COMPARISON OF TEACHER PREPARATION IN HARDEE COUNTY
BETWEEN THE YEARS 1943 - 1949

Schools - White	Number of Teachers	Less than 2 Yrs.	2 Years	3 Years	4 Years	More than 4 Yrs.
Wauchula Prim.						
1943-44	12	3	6	0	3	0
1948-49	14	0	2	3	8	1
Wauchula Elem.						
1943-44	10	1	3	1	5	0
1948-49	12	0	0	5	6	1
Hardee County High						
1943-44	16	0	0	0	16	0
1948-49	19	0	0	0	18	1
Ft. Green Elem.						
1943-44	2	1	0	0	0	1
1948-49	4	0	1	1	1	1
Bowling Green Elem.						
1943-44	11	1	3	2	4	1
1948-49	9	0	1	1	4	3
Zolfo Elem.						
1943-44	6	2	2	2	0	0
1948-49	7	0	0	4	3	0
Lemon Grove Elem.						
1943-44	3	1	2	0	0	0
1948-49	3	0	1	0	2	0
Limestone Elem.						
1943-44	3	2	1	0	0	0
1948-49	3	2	0	0	1	0
Popash Elem.						
1943-44	4	1	3	0	0	0
1948-49	4	0	1	3	0	0
Oak Grove Elem.						
1943-44	4	2	1	1	0	0
1948-49	4	0	1	0	2	1
College Hill Elem.						
1943-44	3	0	1	1	1	0
1948-49	0	(Consolidated in 1945)				
Center Hill Elem.						
1943-44	1	1	0	0	0	0
1948-49	0	(Consolidated in 1945)				
Totals - White						
1943-44	75	15	22	7	29	2
1948-49	79	2	7	17	45	8

TABLE I - Continued

Schools - Negro	Number of Teachers	Less than 2 Yrs.	2 Years	3 Years	4 Years	More than 4 Yrs.
Wauchula Elem.						
1943-44	2	1	0	1	0	0
1948-49	3	1	1	1	0	0
Bowling Green Elem.						
1943-44	2	2	0	0	0	0
1948-49	2	0	0	1	1	0
Limestone Elem.						
1943-44	1	0	1	0	0	0
1948-49	1	0	0	1	0	0
Totals - Negro						
1943-44	5	3	1	1	0	0
1948-49	6	1	1	3	1	0
<u>GRAND TOTALS</u>						
White and Negro						
1943-44	80	18	23	8	29	2
1948-49	85	3	8	20	46	8

The schools of today have already expanded their program to fit more adequately the every-day needs of the child. In such programs, the teachers with their training and understanding of children play the most important and most significant part.

Only through a better understanding of the guiding principles of child growth and development can teachers acquire the necessary techniques and skills for providing a good learning situation. In a discussion of a plan for school organization in which administration focuses its primary consideration on the growth and welfare of children, Katterle²¹ presents the following:

"The concern for children and youth is the focus of any organizational plan. The individual schools where the children are known, will be the key centers in any planning of the instructional program. Experiences which will influence their lives will go on inside the walls of the individual classrooms as well as within the individual school units. These are the natural groupings which can make possible the most desirable experiences with children. Here teachers, parents, and pupils can work on mutual ground."

These needs reflect the principles found in current educational literature:

A Guide to Improved Practice in Florida Elementary Schools, Bulletin No. 9, (October 1940), Florida Program for the Improvement of Schools, Tallahassee, State Department of Education.

21. Zeno B. Katterle and Don S. Patterson, "Administration Focused on Instruction," Educational Leadership, April 1948, p. 422.

Division of Child Development and Teacher Personnel, American Council on Education, Helping Teachers Understand Children, 1945.

Guide to Teaching in the Primary Grades, Bulletin No. 46, Tallahassee, State Department of Education, October, 1944.

Guide to Teaching in the Elementary Grades, Bulletin No. 47, Tallahassee, State Department of Education, October, 1944.

McClure, Worth, The Problem of In-Service Growth of School Personnel, Twenty-First Yearbook, The National Elementary Principal, N.E.A. V. 21, No. 6, July, 1942.

Skipper, Dora S., and Moorer, Sam H., "In-Service Education in Florida," Educational Leadership, Journal of Supervision and Curriculum Development, N.E.A. December 1948.

Woodruff, Asahel D., The Psychology of Teaching, 1946.

Procedure in Collecting Data

The following surveys will be utilized in this study:

1. Survey of college preparation of teachers,
2. Survey of school needs,
3. Survey of community needs,
4. Survey of literature in the field.

The writer plans to make evaluations to some extent through the study of such courses as Supervision, Curriculum, Problems, State Workshops for State and County Supervisors, and through the many challenges received from the reading of books, reports, and pamphlets relating to the problem.

Several months have been spent in collecting data and materials which have a distinct bearing on the study. The

surveys are so closely related that they have been done more accurately and satisfactorily through personal visits and the interview method than by the questionnaire device. For example: when the supervisor is making scheduled or routine visits to one of the several school centers or communities, the school set-up and the teachers involved have worked on the problems of the surveys. School needs, child needs, and other related information have been analyzed and data accumulated to develop the survey in such a way that pertinent facts and personal contacts have been utilized in the interview. In this type of situation it has been possible to recognize community needs along with other needs all in one.

School buildings in Hardee County, particularly in the rural communities, are truly community centers. Within them, the major number of social meetings are held. The principals and teachers feel a keen obligation to make provision for worthwhile entertainment and participation. In five of the communities there are no public buildings except the school building and the churches, if we exclude the ever-present filling station and country stores. Here the relatively large school building looms over the others with importance and much significance. In three of the towns there are facilities for meetings--there are hotels, assembly rooms, an auditorium in the city of Wauchula, churches of the major religious beliefs, movie houses, playgrounds, a swimming pool near enough to two of the towns that it is a joint enterprise,

and athletic fields. On the whole it is the role of the faculties with the use of the school building itself to set the pace and to direct outside activities which provide the needed leadership for wholesome recreation and entertainment. There are in Hardee County at the present time some thirteen schools, both negro and white, which are doing a praiseworthy job of furnishing the only direction in the development of teachers and pupils to the end that they may live democratically and well in the social world.

The table presented on the following page shows the relative number of schools and the needs of pupils and teachers in the several communities names. Examination of TABLE II will reveal the deplorable lack of many facilities for personal growth in improvement, recreation, and social opportunity:

TABLE II

DATA REGARDING FACILITIES FOR PERSONAL IMPROVEMENT

IN HARDEE COUNTY

1949

School Community	Welfare Groups	Newspapers	Public Libraries	P.T.A. Assoc.'s	Churches	Theatres	Auditoriums	Swimming Pools	Playgrounds	Service or Cultural Clubs	Fraternal Organizations	Adult Education	Literary Organizations	Youth Groups
Wauchula	5	2	1	2	13	3	5	1	5	8	5	1	2	6
Bowling Green	5	1	0	1	4	1	2	1	1	3	3	1	0	3
Ft. Green	4	0	0	1	2	0	1	1	1	0	2	1	0	1
Oak Grove	4	0	0	1	1	0	1	0	1	0	2	1	0	2
Popash	4	0	0	1	1	0	1	0	1	0	2	0	0	2
Lemon Grove	4	0	0	1	0	0	1	0	1	0	2	1	0	1
Limestone	4	0	0	1	3	0	1	0	1	0	1	1	0	1
Zolfo	4	0	0	1	3	0	2	1	2	0	3	1	0	3

(This table includes the negro communities)

Procedure in Treating Data

A growing child needs a growing teacher. Too often education is used synonymously with "going to school" and thus becomes an elusive activity of youth. Education is a life-long function related to the process of building a self. A self can be built only in social situations as one grows in his ability to communicate with others, to put himself in the place of others, and to work and play with others with understanding and mutual enjoyment. Thus a growing self comes about through the continuous process of challenging experiences. It develops to the degree that the individual is able to utilize these experiences in broadening and deepening his understanding of human beings.²² Thus the development of one's personality is dependent largely on ability to make a satisfactory adjustment to surroundings and to stimuli. Stagner²³ makes the statement that "Personality is the dynamic organization within the individual of those psychological systems that determine his adjustments to his environment." This definition recognizes the changing nature of personality and exemplifies the idea that the teacher under worthy leadership and favorable conditions can utilize the principles of supervision to her own advantage.

22. Willard E. Goslin, "Know Your Teacher," Educational Leadership, Journal of Supervision and Curriculum Development, March 1946, p. 260.

23. Ross Stagner, The Psychology of Personality, Introduction, p. 6.

The question arises as to how a teacher can continue to grow--even after five, ten, or fifteen years of teaching experience. The leadership group in the school system, commonly known as administrators and supervisors, is in a strategic position to stimulate growth and to remove barriers which hamper growth of teachers. "There is a real need for this leadership group to understand that the teacher's professional growth is only a part of her total program of living."²⁴ Referring again to TABLE II, it can readily be seen that many communities in Hardee County are failing to provide the facilities for such non-professional growth as teachers need to enjoy the fullest satisfaction from life. If this condition is to be remedied, administrative and supervisory leadership must accept the challenge of providing situations which will aid teachers in securing opportunities for improved social and cultural experiences in all communities.

Such a program has been begun in the local situation. Facilities are being utilized in a limited degree. English Clubs and Curriculum Clubs with membership among the teaching personnel are helping to take care of some of the lacks of local enrichment experiences. These clubs meet for regular or called sessions at the home of the county supervisor for purposes of discussing continuity of subject matter skills,

24. Goslin, op. cit., p. 260.

revising the existing curriculum guides, and planning in general for improved methods and procedures.²⁵ These are usually dinner meetings with the latter part of the evening being devoted entirely to social activities and fun. According to the administrators of the several schools of the county, this practice has been worth while, -- not only for focusing attention on the possibilities for better teaching results, but also for providing opportunities for social studies, making new friends, or renewing acquaintances among the teachers. This procedure was followed also in the preparation of the County Arithmetic Bulletin,²⁶ a guide for skill development and supplementary materials for grades one through six.

In addition to the above, Hardee County has a live County Teachers' Federation which holds regular meetings in the different school centers each quarter. Arrangements have been made with the County Board of Education to dismiss school at noon on the days of meeting so that all teachers may be able to reach the host school by 1:30 P.M. This plan assures sufficient time to allow a guest speaker to bring to the group a message of timely interest in the field of educational practice, and to give opportunity for a social hour and entertainment as well as affording time for the conducting of

25. Handbook for Teachers of Eighth Grade English, for Hardee County, prepared by Elementary English Teachers, 1948.

26. Handbook for Arithmetic Instruction in Hardee County, for Grades 1-6, prepared by Elementary Arithmetic Teachers, 1946.

business necessary to such an organization.

One of the major responsibilities falling upon the county supervisor has been the direction of both a pre-school and a post-school conference on a county-wide basis each year. At this time many of the possible difficulties which will confront teachers in the coming year are considered. It has also been the plan to make provision for the orientation of new teachers at this time, and to assign to them "sister" teachers until such time as is required for these teachers to become acquainted with the new location, county policies, the system of report and record making, and the giving of other necessary information. Many problems are discussed, with particular emphasis upon securing a satisfactory situation for faculty members. Among the areas studied at the conferences are the following:²⁷

1. The scope and continuity of the work of the primary grades.
2. The development of a common philosophy, with yearly revisions and recommendations.
3. Principals' Group Meetings for acquainting new principal members of county policies and re-emphasizing the need for accuracy and tact on the part of each.
4. A thorough discussion of the use of textbooks, manuals, and other teaching aids.
5. A discussion of the importance and use of pupil permanent records, teachers' registers, grade books, reports, and other forms.
6. A discussion of relationships to county officials, parents, supervisors, and others.

27. Reports of Hardee County Conferences, prepared by Committee Members, and on file in the office of County Supervisor, 1945 - 46 - 47 - 48.

7. Planning use of state supervisors and other staff members.
8. An explanation of the use of the county visual-aids materials.
9. An explanation of the services and use of the County Health Unit.
10. Development of a Code of Ethics for School Personnel with yearly revisions.

Related Literature

The expression "training of teachers in service," as used by many people, is undoubtedly very closely associated with the teacher-centered concept of supervision which we hope may now be supplanted by a goal-centered, cooperative type of group activity in which teachers, administrators, supervisors, and all others concerned, work and grow together.

"The term, "training in service" connotes teacher-centered and imposed supervision. The teacher is given devices, techniques, skills, and trained in their use. The teacher is corrected in his detailed techniques through handing out ready made procedures. The modern concept holds that teachers (and all educational workers) should have opportunity for growth through the cooperative analysis of problems and through choosing from several techniques or devising new ones based on the situation confronting the teachers. . . . The teacher is to be aided in studying the significant factors in the situation, in evaluating the strength and weakness of his present procedures, and in the choosing or devising of techniques. There will arise within the total range of supervisory situations, many instances in which the giving out of specific procedures may be the only possible action, but we "take over" only with definite reservations and when the situation clearly indicates the necessity of extreme action.²⁸

28. A. S. Barr, William A. Burton, and Leo J. Breuckner, "Facilitating Teacher Growth," Supervision, pp. 565-567.

It is a mistake to assume that teachers are not anxious to improve their effectiveness. The average classroom teacher is just as anxious to provide an effective service and grow in ability to do as are any other school officials.

School boards just as often fail to provide the organization, leadership, and material resources for effective teaching as teachers do to provide the service. Teachers through their own efforts, their committees on standards, and other professional activities are now engaged in many self-improvement activities. It is the function of administrators and supervisors to provide the organization, facilities, and leadership that will make good teaching and growth in service possible.²⁹

If school administrators and supervisors recognize that part of their responsibilities is helping teachers to live well-balanced lives in the schools and communities in which they are serving, the first step, and by far the most significant one, has been taken toward securing active, happy, participating, growing teachers. Everyone seems to agree that the most interesting people are those who are genuinely creative in their approach to life. They are the people who are sparkling with enthusiasm because they have discovered the zest that comes from exploration and keen participating activity. The school administrator or the supervisor has it within his power to live creatively with his teachers through a coordinated, well-balanced program of work and play.

As the school administrator becomes better acquainted with his teachers as individuals, he is

29. Ibid., p. 567.

in a position to help set the stage for the continuous growth of each individual and for the entire faculty as a unit. The leadership group will be helped in their endeavors to stimulate growth of teachers if they recognize some of the universal needs of teachers.³⁰

30. Willard E. Goslin, "Know Your Teacher," Educational Leadership, Journal of Supervision and Curriculum Development, March 1946, p. 261.

CHAPTER II

SUPERVISORY LEADERSHIP

In order to portray a somewhat accurate picture of supervision in Hardee County, a brief resume of the evolution of supervision in general should be considered. While space will limit the study given to this area of the subject, surely a sufficient explanation of the background of such an important function as is necessary for a clear understanding should be included.

Today, supervision in the field of education, has assumed a meaning not found in other areas. It has a much deeper purpose than that of merely "overseeing" or "observing." It has had various definitions. However, for uses in this paper, supervision may be considered as meaning the procedure which has as its ultimate aim the improvement of instruction by the wholesome development of teachers in service. Lane¹ says,

"In his capacity as director of learning the elementary principal has a two-fold responsibility: first, to devise a long-term plan through which he will build up certain definite attitudes toward learning on the part of his teachers and will aid them to recognize the needs and interests of childhood, and second, short-term planning to meet the immediate needs in the learning program."

Supervision is not a new thing. It has existed in American schools since early New England days where the supervisor

1. Robert Hill Lane, "The Principal as Director of Learning," The Principal in the Modern Elementary School, 1944, p. 146.

or teacher was selected by the community at town meetings or by self-directed, self-appointed citizens. Following this, selectmen, whose duty it was to select and certificate teachers, were elected.²

Education was beginning to be recognized everywhere as a definitely specialized function of the state and local communities, and by 1825, special boards were given the power to certificate and appoint teachers, to supervise their work, to plan courses of study, to make selections of textbooks, and to promote and control the erection and operation of buildings.³ However, persons responsible for the execution of these duties were considerably handicapped by the lack of proper training and they could do little more than provide for the most meager essentials or the minimum essentials.⁴

Another hundred years passed, and in the second quarter of the nineteenth century, a new officer, the superintendent of schools, appeared.⁵ The new office was at first, and for a long time, a minor administrative position. Today, he is the executive-in-chief of the school system. Still later in

2. George C. Kyte, How to Supervise, p. 189.

3. William E. Cole, "Rural Supervision in the United States," American School Board Journal, V. 83, August 1931, p. 119.

4. Elwood P. Cubberley, Public School Administration, 1922, p. 161.

5. A. S. Barr, William H. Burton and Leo J. Breuckner, Supervision, 1947, Chapter 1, p. 3.

the nineteenth century, officers known as special supervisors appeared, selected usually from special teachers of the new subjects then entering the curriculum.⁶

Modern supervision grew up largely during the first quarter of the present century, and the emphasis on professional growth of teachers was the first step on the road to an expanded modern concept of supervision and to greater democracy in its operation. Dunn⁷ makes the statement that,

"Instructional supervision, therefore, has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of teachers, and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service."

We would, today, change Dunn's term "correcting deficiencies" to "aiding the teacher to study her own procedures" and to "developing the teacher's power to improve and correct her own work."⁸

Evolution of the State Program

In Florida during the past decade many factors have contributed to the rapid expansion of the state and county supervisory program. Although a few Florida systems have had supervisors of instruction for a number of years, as recently as 1937, the directory listed only seven counties as having general supervisors of instruction on a county-wide basis.

6. Ibid., p. 4.

7. Fannie W. Dunn, "What is Instructional Supervision?" Proceedings of the N.E.A. v. 61, p. 763, 1923, as quoted by Barr, Burton and Breuckner, Supervision, 1947, p. 5.

8. Ibid., p. 763.

In contrast the directory for 1948 lists a total of one hundred fifty-seven negro and white supervisors. Among the one hundred thirty-five white supervisors there are many special ones in the fields of art, music, home economics, audio-visual aids, and/or materials of instruction, health and physical education and in other subject areas. Too, the program on the state level has expanded as leadership and guidance was made necessary to assist county supervisors with the problems encountered on the local level.⁹

By the spring of 1945, the number of counties having county-wide supervision had expanded to thirty-six. At that time, the State Legislature, acting on the findings and the recommendations of the Citizens' Committee on Education for an improved program of education in Florida, made necessary a rapid expansion of the state plan of supervision by making supervision of instruction mandatory for each county that participated in the Teachers' Salary Fund. The amount allowed for the unit for a supervisor of instruction is based upon the rank of the certificate of the supervisor. The county provides travel and salary supplement.¹⁰

General supervisors are employed on a twelve-months' basis; others are employed on ten or twelve months' basis, with the units valued accordingly. County supervisors are

9. Florida School Bulletin, V. X, No. 2, November 1947, p. 21.

10. Loc. cit.

recommended by the County Board of Education to the State Superintendent who then recommends them to the State Board of Education, if they meet the requirements in qualifications set up by the State Board. After State Board approval, the County Board enters into contract with the supervisor and places a copy of the contract on file with the State Superintendent of Instruction.¹¹

A significant factor towards the expansion of the supervisory program has been the changed concept of supervision. In the early years, as shown before, supervision was considered, and rightly so, as inspection. No particular importance was attached to developing satisfactory working relationships or to the coordination and development of a total program based on local needs. Today, supervision is no longer regarded as inspection but rather as a service which makes possible better coordination and working relationships and which provides an avenue for information and assistance with special problems.

" . . . Traditional supervision was largely inspection of the teacher by means of visitation and conference, carried on in a random manner, with suggestions imposed on the teacher through authority and usually by one person. Modern supervision by contrast is the study and analysis of the total teaching-learning situation through many diverse functions operating through a carefully planned program that has been cooperatively derived from the needs of the situation and in which many persons participate."¹²

11. Loc. cit.

12. Barr, Burton, and Breuckner, op. cit., p. 14.

Another equally important factor has been the way of work developed at the state and local level. Through leadership training conferences on the state level, with sixty-five participants in 1945 as contrasted with two hundred eighty-seven participants made up of teachers, principals, supervisors, and consultants in 1947, a "community of ideas" regarding supervision and a way of work among school personnel has been experienced. These principles have expanded into the programs within the local communities.¹³ Conferences on state and local level, planned in terms of the problems listed by school personnel, have done much to implement the program of improvement which is being developed cooperatively by supervisors, administrators and teachers.

In 1941, there were pre-school conferences in only two of the counties, while in 1947 there were sixty-two counties having conferences on a county-wide basis. The leadership program has been applied also to the workshop programs, to reading clinics, and to special consultant service through absorbing personnel and consultants in planning and implementing programs of instruction. Intervisitation between classrooms, schools, and counties is increasing each year, and tangible evidence of their value is found throughout the state.¹⁴

13. Florida School Bulletin, V. X, No. 2, November 1947, p. 22.

14. Ibid., pp. 22-23.

A Brief History of Supervision in Hardee County

In Hardee County the major function of supervision in the aims and purposes of the supervisor is concentration of all efforts toward implementing the instructional program. Consistently the policy has been to develop leadership in the development of workable programs and to demonstrate a way of work which will challenge participation and interest of all personnel. Although the activities of the supervisor are as varied and as numerous as are the opportunities for service, a sincere effort has been made to shape the work according to the needs of the schools with which she is associated.¹⁵ In general, supervisory activities in Hardee County may be roughly classified into five major groups.

These are:

1. Improvement of the curriculum, including the development of balance and certainty of adopted programs.
2. Professional growth of teaching personnel, including Curriculum Committees, County Principals' Organizations, Primary Planning Groups, Advisory Committees, (English, Arithmetic, Social Studies, Library, Assembly, Music, etc.)
3. Improvement of the teaching-learning situation, which involves the efforts toward improving physical conditions and use of buildings and grounds as well as actual teaching methods and procedures of organization and administration.
4. Improvement of the resources and materials of instruction, including the interpretation and use of textbooks, library materials, the preparation and use of many local materials and the like.

15. Hardee County Supervisory Reports to the State, 1945.

5. Improvement of instruction through auxiliary functions, such as textbook distribution, school lunch services, and cooperation with other agencies designed to serve youth.¹⁶

Procedure for Work in Hardee County

In order to promote and stimulate the school personnel toward support of the above objectives and to challenge their participation in these activities, many different techniques for teacher training in Hardee County are provided. Among the most successful and valuable have been the conferences, both individual and group. Perhaps the type of conference most satisfying to the principal and to the teacher is the interview or joint discussion carried on at the school plant in the principal's office, on the grounds at recess periods, in the classrooms after school or at noon, or a planned conference at the office or the home of the supervisor. Kyte¹⁷ says,

"Conferences are generally held after school hours. They should be scheduled so as to assure time for satisfactory interviews. . . . Less commonly, conferences are scheduled to occur at recess, at noon, in some free period, or in the morning before school. Ordinarily, these short periods limit unsatisfactorily the length of conferences. Many teaching principals and part time teaching principals however, must utilize these periods in order to hold supervisory conferences. Otherwise, they are scheduled with difficulty or are marked by interruptions and with distractions."

In the local situation many teachers and principals use the practice of keeping notes for reminders to discuss those

16. Florida School Bulletin, November 1947, p. 23.

17. George C. Kyte, The Principal at Work, 1941, pp. 257-258.

things most pertinent to them when the supervisor visits the school. It is also the practice of faculty members to search out the supervisor whenever the need for help arises. It is indeed gratifying that there is that wholesome relationship between the personnel and the supervisor which is conducive to development.

No teacher worthy of the name will resent criticism if it is given by one in a constructive manner and if it comes from a person in whom she has confidence and respects as capable of criticizing a procedure. Sincere efforts are made in the local situation to make teachers feel that the supervisor has faith in them and in their ability to carry out the program adopted. Others, too, on whom the responsibility for leadership rests, demonstrate this ideal to the workers in the several schools.

In addition to the individual or private conference used in Hardee County as a means of helping teachers to grow in a professional way, there are the pre-school and post-school conferences¹⁸ held on a county-wide basis each year. The aim, in general, of the pre-school conference is to challenge participation of all school personnel toward a working out of solutions of recognized problems. Skipper and Moor¹⁹ say in regard to conferences planned for supervisory activities

18. Dora S. Skipper and Sam. H. Moor¹⁹, "In-Service Education in Florida," Educational Leadership, December 1948, V. VI., No. 3, -pp. 174-175.

19. Ibid., p. 175.

in Florida counties, that,

"Conferences serve to bring people together to work cooperatively toward the solution of educational problems in the state. The contribution of the conferences to in-service education of participants lies in securing increased understanding of the problems considered, and living through experiences planned to demonstrate better ways of leadership to function in working on problems."

A survey made in Hardee County previous to the conference among school personnel as a means of determining problems which they themselves wish to study and solve, provides the nucleus for planning procedures and consultant services for the conference period. Each experience of the participant, whether of much import or not, has value in itself as an expression of individual activity, for only through a sincere combination of effort and through an understanding of the means of utilizing democratic procedures, can real growth be realized. For example: an evaluation committee was appointed to draw up and report to the total group its findings of the worth of the conference in September 1948. Representatives from several schools made up the committee membership. The group met on several occasions to evaluate a day's work or some special function. At the close of the two-weeks' session, various committee members confirmed the supervisor's conviction that preparation of the reports had been of much value to them in pointing up matters of importance to the schools. They felt that their own interest in school practices and policies was re-emphasized and re-

vitalized. The reports were significant documents to all teachers in that they summarized findings of major areas which had been studied and included a number of recommendations for future consideration and development. It should be kept in mind also that the overall purpose of a pre-school conference is the giving out of instructions common to all schools, developing the necessary policies, and providing inspiration and leadership in the development of a program of instruction and administration.²⁰ The post-school conference²¹ held at the close of the school year, and required by the state as a part of the ten-months' service expected of each teacher, has as its major purpose the evaluating of the year's progress in learning and achievement, explaining any new policies or regulations to be in effect next term, checking-in textbooks and other school supplies, making reports to the county office or to the state, checking classroom and building repairs and needs, and many other activities which promote better conditions in the program of the schools. In Hardee County it has been the practice to secure several state leaders in subject matter areas to bring to the group copies of new bulletins, supplementary materials, audio-visual aids, science equipment, mathematics techniques, and instructions in various other fields. This conference also

20. Ibid., p. 174.

21. Ibid., p. 175.

provides an opportunity for personal contacts for the different staff members at the state level. Attendance at post-school conferences is a valuable experience in the program of in-service training, and it is generally regarded by the teachers as worthwhile.²²

Through all the activities of the county supervisory program, care must be taken not to confuse means with ends. It may be helpful to a certain extent for supervision to be technical and definitely specific rather than interpretative and developmental, but if it were just the former, it would be in constant danger of subordinating its purpose to its mechanisms and thereby limit its possibilities for service and growth of the personnel. It seems imperative that it be remembered always that if supervision for Hardee County, or for any other group, is to make the maximum contribution to an ever-expanding and ever-improving program of education for all its members, it must make possible the growth of each program participant--the parents, the children, the teachers, the supervisors, and the lay groups of the several communities, and of the county as a whole.

"Such a modern school makes demands on teachers quite different from those imposed by the traditional school. It demands teachers who in working with children can take into account the teaching resources of the community, and the total impact of community life on boys and girls. It demands teachers who can work with parents on their own everyday problems that have little to do with children--what to do about loans and mortgages or where to get advice on health problems,

for example. It also demands teachers who can work with community groups on matters relating to community welfare, assuming roles not unlike those assumed by citizens of other vocations. Learning to meet these demands cuts out a big job for a principal and a group of teachers in any building."²³

23. Earl W. Armstrong and C. Leslie Cushman, "Evaluating the In-Service Program," The National Elementary Principal, Twenty-First Yearbook, V. XXI, No. 6, July 1942, pp. 492-493.

CHAPTER III

TECHNIQUES EMPLOYED

Some of the devices or techniques which may be followed both in helping the teachers to grow and in promoting the improvement program in the schools may be organized under the general classification of subsidiary activities of supervisors. Among those for consideration in this study are the various kinds of general meetings for teachers, group and individual conferences, workshops, demonstrations, classroom visits, teacher intervisitation, faculty meetings, professional libraries, bulletins, and others.

Where there are so many different supervisory techniques it seems wise to attempt to formulate some type of grouping or means whereby organization in our thinking and consideration of each device become the prime factors in developing these points. Therefore, the specific purposes of this section of the investigation will be to present and to study the following arrangement as a basis for the continuity and exploration to be considered:

1. General Meetings
 - a. Kinds
 - b. Procedure
 - c. Organization
2. Conferences
 - a. Group
 - b. Individual

3. Visitation

- a. Classroom - by supervisor
- b. Intervisitation - by teacher

4. Faculty Meetings

- a. Purpose
- b. Follow-up

5. Demonstrations

- a. Commercially-sponsored specialists
- b. State staff specialists
- c. County supervisory personnel
- d. Key teachers

6. Workshops

- a. Planning
- b. Kinds (State and County)
- c. Possibilities for teacher growth

7. Bulletins

- a. Supervisory
- b. School

8. Relationships

- a. Administrator-Supervisor
- b. Teacher-Supervisor
- c. Pupil-Supervisor
- d. Community-School-Supervisor

Types of Meetings

Kyte¹ states that three types of meetings should occur in the schools. These are, (1) the social gathering, (2) the administrative meeting, and (3) the supervisory group conference. It can readily be seen that if such meetings in the schools are necessary for personal development of the faculty

1. George C. Kyte, "Kinds of Teachers' Meetings," The Principal at Work, Chapter XVI, p. 268.

and in planning for and implementing the instructional program, such a classification of types of meetings will be significant for supervisory techniques. On the basis of such an assumption, it seems reasonable to state that meetings at the county level are different only in the number of participants, scope of the materials to be studied, and the presence of more diversified and expanded leadership.

Social meetings for county personnel should be similar to any other wholesome social gathering. In Hardee County, teas, special luncheons, dinners, and entertainments are planned generally by representative committees selected from the different school faculties of the county for needed planning and arrangements attendant to the meetings. It is the responsibility of committee members to provide informal opportunities to welcome a new teacher member, to honor a promoted colleague or special guest, to recognize personal or county anniversaries, or to provide recreation and means of social contacts. Such meetings are held at school centers, recreation points for swimming, games, or other amusements, or at an assembly or club room in Wauchula. "The social gathering contributes markedly to developing esprit de corps; school service, even when it is designed to serve a similar purpose, should be omitted."² If the meeting is intended for social or entertainment purposes only, it is important to

2. Ibid., p. 168.

inform teachers of this fact when invitations are issued. It has been the practice in the local situation to provide recreation and diversion for teachers during the school term to aid them, through a break in the classroom routine, to remain dynamic, spontaneous, and interested in their efforts at leadership and guidance of youth.

Occasionally there is a need for administrative meetings involving all or a part of the county staff. Among the areas of school work requiring cooperative planning and unified action are: (1) routine matters, (2) administrative policies involving such important areas as bus transportation, lunch-room regulations, school safety patrols, length of school day, and other issues, (3) phases of public relations, and (4) personal administration.³

Administrative meetings, although necessary to a complete understanding of principles common to all school in a county system should be short, purposeful, and less frequent than supervisory meetings. Items to be considered should be matters requiring explanation and discussion and those which will give direction and authority to proposed or needed procedures.⁴

Supervisory meetings occur more or less frequently as the need for them arises. They should be professional group conferences.⁵ From the standpoint of the development of the

3. George C. Kyte, The Principal at Work, p. 268.

4. Ibid., p. 268.

5. Ibid., p. 269.

county program of instruction, they serve the group needs as thoroughly as they do the individual teacher's needs. When a supervisory meeting for teachers is conducted properly, it, in itself, becomes a teaching act in which the educational staff are the adult pupils.

Supervisory meetings should be planned to provide the education necessary to secure common understandings and unified educational endeavors by all members of the teaching staff.

To summarize this section on teachers' meetings it appears reasonable to say that such group meetings provide the most effective means for developing cooperatively a philosophy of education which should govern the actions of the personnel. In a series of such meetings the teachers should acquire a common insight into school and community conditions, determine the problems implied in the situations, and plan means by which these problems may be solved. Along this line of thinking, Kyte⁶ states,

"Of special importance in this connection are the planning of the educational program for the school and the means of putting the program into effective operation. The instructional phases must be dominant in the planning and execution, but cooperative consideration should be given to the administrative, supervisory, public relations, and clerical aspects."

Group Conferences

In order to develop the teachers' interests in the meet-

6. Ibid., p. 269.

ings, a supervisory bulletin or a newsletter or a number of individual conferences may be used. If the teachers have had participation in the selection of the topics to be considered, their interest in the meeting is generally assured. The procedure will include determination of needs, recognition of purposes to meet them, and provision for an attack on them. The professional attitudes of teachers are developed through democratic participation, frank discussion, and constructive help in solving problems.

Teachers bring to the meetings the products of their different training and experience. Each one's professional study and activities are sources for contributing to the development of others. Each teacher's individual background is the foundation for the building of further development. Oftentimes, past experiences provide all the understanding that is needed in meeting a new situation. For example: teachers may thoroughly understand the principles and the need for drill in arithmetic, but they need to appreciate their possibilities in improving the comprehension of statements in written form.⁷

A word of warning seems wise at this time. The supervisor must avoid being the regularly prominent performer. His enthusiasm or anxiety to emphasize an important point may easily influence him to dominate the meeting. If his participation is too excessive, the teachers will rely on him and fail to take an active part. As a result he will be an unsatisfactory, inadequate leader by denying his teachers opportunities to think and to express themselves.

7. Handbook for Teachers of Arithmetic--for Hardee County, 1946, p. 4.

The supervisory classroom visit is the most revealing procedure in determining the benefits and changed practices following supervisory meetings. This step provides the observer with firsthand information on each teacher's subsequent modifications of classroom procedures. His observations also aid him in determining the additional supervision and assistance needed.

"If his analysis indicates that many teachers have problems in common with respect to subjects discussed at the meetings, the supervisor should schedule other meetings for these teachers. Also, individual supervisory conferences should be utilized as supplementary means for assisting each teacher who needs specific individual help."⁸

Meetings should be sufficiently long to insure accomplishment of results in keeping with the professional and developmental purposes of the proposed meeting. However, they should not be so long that the effect is unsatisfactory or completely lost. Moreover, it appears wise to emphasize the fact that the type of meeting to be held, the nature of the work to be done, and the personnel attending and directing the sessions should be the major factors in determining the length of meetings.

Conferences

There are various devices which can be and have been successfully used in helping teachers to find and to solve teach-

8. Ibid., p. 279.

ing problems. Faculty professional meetings, grade-group teacher conferences, classroom visitation, and conferences with individual teachers are among those procedures most commonly used. While classroom visitation is frequently mentioned as the best supervisory technique, many supervisors have found that conferences with individual teachers are more stimulating to instructors than are other procedures.⁹

Teachers, as well as pupils, vary widely in their personalities. They come from differing backgrounds. Their training has been received in different colleges or in no institution of higher learning at all. Teachers do not have the same nervous make-up; some are deliberate and slow in their reactions, while others are quick and nervous. The supervisor can, by means of a survey or classroom visit, decide to his own satisfaction just what are the particular problems of any of his teachers. However, this knowledge alone is insufficient to effect the working out of solutions to these problems. Each teacher must be led to realize that she has problems that need solution in connection with her work. Knowing that such problems exist, she must work out her own solution of them. The solution must be her own, because no problem that is solved for one individual by another is effective in helping the first person to grow.

If in the course of a conference, the supervisor and the

9. Association for Supervision and Curriculum Development, Yearbook, 1947, p. 82.

teacher have located a problem, classroom visitation takes on meaning and purpose. Teachers eagerly await the purposeful supervisor. As a result of the visit other problems besides the one that prompted the visit will usually manifest themselves and so the purpose multiplies. Otto's statements below emphasize this view:

"Usually general supervisors bring to their work a broad background of professional training and experience which makes it possible for them to give expert assistance in the interpretation of courses of study and the objectives and materials of instruction. The fact that they have occasion to visit extensively in the schools of the city enables them to view classroom instruction and achievement from a broader point of view than the principal may be able to do."¹⁰

Individual Conferences

Individual conferences also provide unhurried and private discussion of the pupils by the supervisor and the teacher. The difficulties and problems of each child may be considered briefly or at length as the case demands, away from the classroom with its lack of privacy and constant interruptions. One of the most important services which may be rendered by a supervisor is that of bringing his advice and counsel to bear on the individual problems of each child in a class. Many supervisors have stated that they have found scheduled conferences to be greatly appreciated by teachers.

10. Henry J. Otto, "Organization for Professional Leadership," Elementary Organization and Administration, 1944, pp. 318-319.

"Conferences serve to bring people together to work cooperatively toward the solution of educational problems in the state. The contribution of the conferences to in-service education of participants lies in securing increased understanding of problems considered, and living through experiences planned to demonstrate better ways for leadership to function in working on problems.¹¹

An important thing to remember is that conferences should be used to plan for the future rather than to discuss past mistakes. It is human to err. All of us make mistakes, the supervisor as well as the teacher. Yet we learn--or should--by our failures as well as by our successes. But we learn more by our successes than we do by our failures. Anyone who closely inspects teachers' work can detect flaws. It takes a higher and more subtle type of thinking to work out a plan of action that will help to eliminate imperfections. Most teachers realize their shortcomings. What they need is help in overcoming them.

The most effective procedure is to promote growth rather than to correct errors. The supervisor should try to enlarge the vision of his teachers by stimulation and encouragement. He should not emphasize the replacement of bad practices by good ones, but should emphasize the improvement of present good practices--always minimizing the poor and emphasizing the good.¹²

According to Addicott¹³

"The first result of a well-planned teacher conference should be better understanding of the teachers

11. Dora S. Skipper and Sam H. Moorer, "In-Service Education in Florida," Educational Leadership, V. VI, No. 3, December 1948, p. 175.

12. ABC's of Supervision, University of Florida, March 1945, p. 5.

13. Irwin O. Addicott, "Principles of Effective Teacher Conferences," Tenth Yearbook, Department of Elementary School Principals, N.E.A., V. X, No. 3, April 1931, pp. 262-266.

and their problems. Knowing his teacher, their differences and problems, the supervisor will be better able to organize his schools and his plans of supervision.

A second result, says Addicott, will be higher morale among staff members. Where teachers feel that their work is known to the supervisor and that it is appreciated by him, they will strive to the limit of their ability to continue to merit that appreciation and confidence.

A third result will be a county system that is successful because its teaching staff is growing. . . . A thoughtout plan for conferences at regular intervals with each teacher will cost the supervisor considerable time and effort. There are few things, however, that will yield greater returns in accomplishment and satisfaction."

Another type of conference which has for its purpose the in-service training of teachers is the group conference. This type of group work may take various directions. In Hardee County there are a number of such conferences. Among the most important are the pre-school and the post-school county-wide meetings held each year. Among the major aims of pre-school conferences in the local situation¹⁴ are:

1. Orientation of new teachers.
2. Inspiration and morale building.
3. Creating an attitude of unity and solidarity in among the members of the teaching staff.
4. Making plans for opening schools.
5. Brief discussions of teaching problems.
6. Planning for group study during the coming term.

14. Hardee County Supervisory Reports of Pre-School Conferences to the State Department of Education, 1946, 1947 and 1948.

7. Making lesson plans.
8. Finding and pointing up the general direction the schools should take in their adopted programs.
9. Others.

In Hardee County it has been found profitable to devote part of the time to meetings involving the teachers from all the schools. The remaining time is spent in faculty group meetings for further planning at the individual school centers.

The post-school conference is the final group session of the school year and is conducted for the purpose of completing the work outlined for the term, compiling and filing all reports and records, summarizing the progress made in the several schools, evaluating progress and achievement in pupil growth, and laying the foundation for new avenues of study to be developed in the coming term. Frequently it has proved satisfactory to examine and requisition new or additional teaching materials, teaching aids, and supplies. This practice has made it possible to have equipment available in the schools at the opening of the next term.

The following paragraph, taken from an article by Bertermann, emphasizes the values to be gained from the group conference technique:

"To one who has participated in the small study groups, listened to the consultants discuss their particular areas of interest, and read selected reference works,

this program has provided a practical and rich professional nourishment. Scheduled monthly conferences with colleagues, in which principals and supervisors met in small groups and freely discussed problems suggested by their elected planning committees, not only clarified policies, procedures, and plans, but added immeasurably to group understanding of group processes."¹⁵

Classroom Visits

No classroom visit should be made without some definite purpose in mind. A definite purpose precedes and predicts a definite result. Other results may come, may be even more important than the one planned for, but it is trusting a great deal to chance to enter a classroom on the mere hope that something may miraculously arise to justify the expenditure of time, energy, and possibly the pupils' and teacher's nerves arising from the introduction of another element into the classroom situation.

"Much has been written about planned and scheduled visits. Certainly all visits should have relation to a plan. . . . Some teachers are of such nervous temperament that a visit on call by the teacher or scheduled in advance by the principal will create an emotional tension in the teacher that is unadvisable."¹⁶

Ordinarily the number of visits is not so important as the quality of the visit and the follow-up. Classroom visits are of little value to the teacher if no comment or action of any sort results. Teachers desire to know what a supervisor

15. Helen A. Bertermann, "People are the Prime Contributors to Growth," Educational Leadership, V. VI, No. 3, December 1948, p. 166.

16. Paul B. Jacobsen and W. C. Reavis, "Duties Pertaining to Supervision," Duties of School Principals, 1941, pp. 522-524.

thinks of the work observed. Several means are possible for satisfying this desire: conferences, written reports, teachers' meetings, in which impersonal discussions are held, comparisons with authorities on special or general points, and requesting samples of especially outstanding work done by the pupils.

In Hardee County, a program of intervisitation has been attempted. Beginning teachers have been encouraged to visit in the classrooms of experienced, successful teachers for a day or more at a time. There observation may be had of room organization, activity operations, subject matter presentations, lesson assignments, and many other procedures which should help the inexperienced instructor to get the feel of the teaching atmosphere and its attendant responsibilities. Mims¹⁷ in describing an observation school experiment sums up the situation thus:

" . . . The arrangement was such that when one teacher observed another, that teacher would return the visit within the next few days. The cooperative sharing of ideas resulting from this plan of return visits was one of the outstanding features of the program. . . . When interschool visitation is carefully arranged, many values do accrue."

Intervisitation

A limited program of intervisitation of teachers between Hardee and DeSoto Counties has been going on for some two or three years. Miss Ella Ralls, DeSoto's General Supervisor,

17. Sallie Kate Mims, "Observation and Interschool Visitation," Twenty-First Yearbook, National Elementary Principal, N.E.A. V. XXI, No. 6, July 1922, pp. 397-402.

has brought teachers to Hardee County to visit in classrooms which were staffed by teachers reputedly successful. Reports from the visitors later were gratifying since they expressed the opinion that the visits had been of value to the visiting teachers in helping them to become more effective and enthusiastic in their home situation. Much can be said of teacher growth through intervisitation, but at this time not enough use is made of it to predict with any degree of accuracy its far-reaching and satisfactory results. Skipper and Moorer¹⁸ summarize the values which can be had from sharing ideas and intervisitation in this way:

"Useful ideas, techniques, and materials are shared through newsletters, monthly bulletins on state and local levels. Both state universities maintain curriculum libraries from which materials may be secured. Teacher visitation in and out of counties and the state is also a definite part of the in-service program. Many school systems provide substitute teachers for regular teachers who wish to visit other schools."

Faculty Meetings

Another improvement device long employed for various purposes is the general faculty meeting. This technique has been very commonly associated with the training of teachers in service. Whether it is effective or not depends upon how it is employed in different learning and teaching situations. The tendency now is toward the introduction of a greater variety of appeals, such as the use of audio-visual aids, skilled

18. Dora S. Skipper and Sam H. Moorer, "In-Service Education in Florida," Educational Leadership, V. 6, No. 3, December, 1948.

technical and non-technical lay speakers, discussions, and study of curriculum needs and changes, working out the solutions of specific teaching problems, and bringing the teachers face to face with the needs and realities of the school's plans and program. Perhaps no single factor has the great potentiality for promoting teacher growth and development that the well-organized and efficiently-planned faculty meeting has.

"The total school meeting has as its purpose the giving of instructions common to all members of the staff, the study of, and establishment of needed policies and regulations, as well as instruction by the principal or supervisors in specific fields of subject matter and procedures to be incorporated into the school system."¹⁹

Activities planned and assignments made at a faculty meeting will lose their usefulness and value unless there is follow-up procedure. Committees working on problems need to realize that theirs is an important work, and a successful progress of a school depends on the efforts of each member toward an accomplishment of desired aims.

". . . We have sought to create an atmosphere that is congenial, one that is conducive to learning about something. . . . Our experience suggests that topics for faculty meetings should be selected by the teachers, who have splendid ideas and moments of inspiration. . . . We have found them (faculty meetings) vital to real zest in the discussions."²⁰

19. Mims, op. cit., p. 400.

20. Ibid., p. 400.

Demonstrations

The outstanding purpose for demonstration lessons is to aid in the improvement of instruction which, in turn, has for its aim the fullest development of the child. Demonstration lessons should give adequate assistance to teachers in meeting situations beyond their training, experience, and ability.

"Demonstration lessons are valuable because they improve instruction through establishment of standards leading to higher goals of attainment, the improvement of technic in classroom procedure, and teacher growth which is reflected in the power acquired by pupils."²¹

Not all teachers need to see demonstration lessons, but they are recommended and are valuable for: (1) beginning teachers, (2) experienced teachers teaching a new method for the first time, (3) teachers weak in technique and methods, (4) experienced teachers doing experimental work, and (5) teachers who are anxious to acquire new ideas although they are experienced and capable.

Beginning teachers because of their lack of experience, sometimes lose their disciplinary direction which makes proper instruction impossible. They need to have special help in the organization of subject matter and materials. Demonstrations which show the classroom procedure and methods of instruction have been found to be of much value to such teachers. Munn²² states, "Beginning teachers require the use of demonstrations

21. Gertrude E. Munn, "Demonstration Lessons," Tenth Yearbook, Department of Elementary Principals, N.E.A. April, 1931, V. X, No. 3, p. 281.

22. Ibid., p. 277.

in the organization of a constructive classroom situation to see the advantage of tried methods."

Frequently experienced teachers teaching a new method for the first time can do a much better job through seeing a good demonstration. It is sometimes hard for an experienced teacher to swing from the old to the new way easily.

"Often a demonstration by a skillful teacher will clear up problems that might be standing in the teacher's way and keeping her from adopting more modern ideas. It is very possible that the change can be brought about (swinging from the old to the new), in a much shorter time through skillful demonstration than it would take the teacher to work out her problems without such specific help."²³

It has been noted that teachers weak in methods and techniques often find almost immediate assistance from demonstrations providing they recognize their own needs. Experienced teachers doing experimental work gain a great deal from seeing some one else, who is likewise experimenting, demonstrate her interpretation of the new thing being worked out.

Then there is the experienced capable teacher who is always looking for new ideas and new devices that will aid her in adding to her general knowledge and ability. She enjoys and asks for demonstrations to enlarge her teaching experiences and ability.

"If a teacher has gained an understanding of procedure and a superior technique in teaching, all methods are valuable, not only to her own class but also to all

23. Ibid., p. 278.

of the teachers in her community. Her room should be made an observation center for those teachers needing help. Nothing convinces so thoroughly nor is so stimulating as seeing results achieved by a skillful teacher."²⁴

Hardee County has been fortunate in securing for fine demonstrations personnel from book companies to introduce and demonstrate the use of a newly adopted textbook or teacher's guides. These representatives are usually well-trained and fully capable of doing a very capable demonstration. They have at their command all the many teaching aids that accompany the texts and are so well acquainted with the subject matter and proposed procedures that it is indeed an inspiration to observing teachers and presents a challenge to their interest and enthusiasm.

Among the companies who have given such skilled service and guidance in this type of teacher training are: Scott Foresman and Company, Atlanta, Georgia; D. C. Heath and Company, Atlanta, Georgia; Row Peterson Company, Evanston, Illinois; Silver Burdette Company, Atlanta, Georgia; and others.

Another source of special help from a trained specialist, and one from whom teachers of Hardee County have repeatedly requested opportunities for observation, particularly in the field of reading, is Miss Sarah Lou Hammond, a member of the staff of the State Department of Education, Florida. Miss

24. National Society for the Study of Education, "Putting a Reading program into Operation," Twenty-Fourth Yearbook, 1925, p. 302, quoted from Bulletin of Department of Elementary Principals, N.E.A. V. X, No. 3, April 1931.

Hammond is very capable in instruction techniques, keeps abreast with new materials and new ideas, and is able without apparent difficulty to adapt her presentation to the particular group with whom she may be working. She has upon several occasions given demonstrations for the Primary Teachers' Group, the Intermediate Teachers' Association, and combined groups of instructors on a county-wide basis. A similar service has been rendered to the teachers of Hardee County by Miss Mildred Swearingen, also a member of the staff of the State Department of Education, Florida, in the field of elementary science. This type of in-service training has been of value to teachers and they have learned to respect its worth in their own problems.

A demonstration by the supervisor for a teacher in her own classroom is often very helpful since the supervisor can step in when help is most needed and give the necessary aid at the exact time the problem arises. For a less able teacher it may be necessary that the supervisor demonstrate several techniques on consecutive days before the teacher has gained enough skill to pick up the work and go on herself. When the work is again taken by the teacher, her success and abilities should be capitalized and further help given her indirectly rather than directly. This should be said however: some teachers may be led to abuse the privilege of supervisory help in teaching. It is true that in a few instances, teachers hesitate to carry on regular class work in

the presence of the supervisor. An understanding reached prior to the demonstration is best, but

" . . . if the need arises, the supervisor should be willing and able to help a teacher in difficulties in instruction at any time. The supervisor is an expert in his particular field and is best fitted to solve the difficult problems that might arise. He not only maintains existing levels of efficiency in instruction but endeavors to improve the standards through research and field work."²⁵

Since application of the professional gains to the teachers own work is the ultimate purpose of demonstration, the supervisor should plan and use follow-up supervisory techniques. Generally, he would observe the teacher at work in her class to note changes in her practices. The follow-up visit of this nature makes possible analysis of the observed modifications and determination of further help which may be needed. Other follow-up conferences may be needed before or after the follow-up visit, depending on the thoroughness with which the teacher understands the changes to be made in her own practices.

Normal classroom conditions should exist where the demonstration is to take place. Along this line, Kyte²⁶ says,

"Every demonstration should be a normal classroom performance; that is, it should be an unrehearsed affair. Otherwise it will be artificial and possibly lifeless. Teachers wish to observe class work planned normally; they are entitled to observe

25. Ibid., p. 280.

26. George C. Kyte, "Demonstration Teaching," The Principal at Work, Chapter XVII, pp. 300-309.

regular school work occurring under normal conditions."

It appears wise to warn here, however, that demonstrations should not be harmful to the children.

"The use of one class over and over again to demonstrate a point may prove beneficial to the observers, but the repetition may be too expensive to the children's time. Furthermore, it may tend to check the children's normal progress in the learning experiences involved, or it may crowd from their schedule other valuable experiences."²⁷

Nevertheless, demonstrating a way of procedure and as spontaneity in lesson presentation has a value to the satisfactory on-going of a progressive organization of teaching that is perhaps not excelled by any other of the various techniques employed to improve instruction.

Professional Libraries

Much has been written regarding the desirability of professional growth on the part of teachers in service and the need for having supervisory officers and techniques that will stimulate professional growth. Yet, few elementary schools have provided, or emphasized the possibilities of a professional library for teachers within the elementary school. If teachers are to render maximum professional service of a high type, they must be provided with the materials which are the tools of the profession so that educational thought and practice may keep abreast with the changes which are rapidly taking

27. Ibid., p. 309.

place in public education. Regarding the professional library for teachers, Englehardt²⁸ makes these statements:

"The professional library should contain a complete historical file of textbooks which have been used in that particular school system, and also samples of the most modern instructional materials in the various subject fields. This library collection should include the yearbooks and publications of the learned educational societies and associations and the significant bulletins and reports of the state department of education, of the United States Office of Education, and of the superintendents of schools of comparable school districts. Teachers and other staff members should have available for use a selection of the best books on method, technique, supervision, and administration. The professional journals should be among the periodicals which are made available for use by the staff.

It would be well if the professional books could be used and housed in a separate library building adjoining the teachers' workroom or made available there. The professional workroom should be attractive and well arranged for individual study and for conference work. The teacher should be able to work in this library during free periods or whenever it is convenient. In the small school system, a professional library adjoining the superintendent's office is desirable. The professional library may also serve as a conference room and for board members."

In Hardee County a beginning has been made in the making of a professional library for teachers as a part of the inservice education program. A number of books, state bulletins, N.E.A. bulletins, and other materials relating to professional growth of teachers, journals of both the state and national teachers' organizations, curriculum guide books, manuals for the adopted texts, information for standard tests, complete

28. Fred Englehardt, Public School Organization and Administration, 1931, pp. 414-415, as quoted by Henry J. Otto, Elementary School Organization and Administration, 1944, p. 380.

textbook copies, and other materials are to be found in the office library of the county supervisor. In the three largest elementary schools as well as in the county high school are to be found some excellent library materials which teachers may use in their professional study and research. As schools grow, and progress toward improved learning situations is realized, the county professional library will expand. At the present time, teachers are using the materials which are available, and a constant exchange of ideas is going on through utilization of the resources on hand. Teachers, too, frequently make suggestions to the supervisor the names of books, pamphlets, bulletins, or other materials which they have examined and wish to have placed on the shelves for the use of faculty and lay personnel. As a consequence, it has become the county policy to secure requested materials as promptly as possible to encourage wider participation and growth professionally by all county staff members.

Workshops

Conducting workshops for teachers is one of the most important and time-consuming activities of the school supervisor.

Educational leaders today know that we cannot secure changes in teachers by directives, nor by supplying patterns and formulae. Real change in teachers and their approach to children come when their own deepest convictions change, and when they have learned to believe in and live the new. Leaders and teachers of teachers should believe so much in the

things they hope to produce that they will themselves live it. A question supervisors should ask themselves over and over is, "Do I expect teachers to do as I say, or as I do?" In trying to answer that most significant question sincerely and honestly, search must be made for some effective means whereby teachers may have opportunities they need for participation and personal development. Foremost among devices for training teachers in service is the workshop. Keliher²⁹ says,

"The workshop is one approach to teacher education that has come into being to bring theory and practice together. The basic premise back of a genuine workshop is that whatever the students are to learn, they must live. For they learn to the degree that they live it. They will carry it on in their own work to the degree that they have liked it, lived it, and believed in it."

The workshop, if properly organized and operated, is one of the most profitable types of educational conferences for teacher training. It is not a "course" or even a series of courses. It is a type of educational conference which provides for the participant ample opportunity to work on immediate and specific problems which are of direct concern to the participant. Perhaps this is the most distinguishing feature. In a worthwhile workshop there should be several characteristics to promote whole-hearted participation and bring about the advancement of the principles of democratic procedure. It should moreover, challenge the members to work diligently in efforts to reach a workable solution of

29. Alice V. Keliher, "Teacher Education Gets a Real Problem," Educational Leadership, Journal of Supervision and Curriculum Development, N.E.A., January 1949, p. 208.

of recognized problems of school activities. In the 1946 Report of the State Supervisors' Conference eleven characteristics which are desirable for workshops have been given.

They are:

1. Provision of adequate opportunity for participation to pursue areas of interest and to study problems growing out of their professional experiences.
2. Provision of a sufficient number of staff members to insure breadth and variety of interests, experiences, and points of view.
3. Provision of a wide variety of facilities, resources, and materials easily accessible to all.
4. Provision of a maximum of opportunity for informal and personal relationships between staff and participant through adequate physical facilities and an advantageous ratio to staff and participants.
5. Provision of opportunity for participants representing different teaching fields to think and to plan cooperatively to the end that the growth and development of the whole child shall be best served.
6. Provision of a maximum opportunity for creative expression on the part of participants and other experiences essential to their total development as persons and teachers.
7. Provision of a maximum opportunity for participants and staff to learn from one another.
8. Provision of maximum opportunity for the participants to share in the planning and scheduling of his own activities as well as in planning the total workshop program.
9. Provision of opportunity for participants and staff to experience the democratic process in operation in a group.
10. Provision of opportunity for continuous joint evaluation of individual and group progress by participants and staff.

11. Provision of opportunity for the staff to have sufficient exchange of ideas to lead to the point where there will be acceptance, at least experimentally, of the potential values of each phase of the total program.³⁰

The workshops sponsored by the State Institutions of Higher Learning in Florida are generally of three weeks' duration. For detailed descriptions of types of workshops which may be sponsored by these institutions and for other information, one should refer to a copy of the Workshop Bulletin issued jointly by the state supported institutions of higher learning.³¹

While the general theme of the workshop is set up in advance, the specific problems for individual and group work are drawn out, clarified, and started in the workshop. Ways of working on these problems are devised, along with ways of evaluating both processes and outcomes of work on these problems. It is expected that participants will emerge from the workshop with a plan of action for attacking the problem in their own school situation.³²

30. Report of Conference of State and County Supervisors, Florida State Department of Education, 1946.

31. County Workshops in Florida, prepared by Florida State University, University of Florida, Florida A. & M. College, and the General Extension Division, in connection with the State Department of Education, Tallahassee, Florida.

32. Workshops and Related Programs for Teachers in Service, American Council on Education, 1942, pp. 21-22, as quoted by Report of State Supervisors' Conference, 1946.

Bulletins

The bulletin, whether for use of the principal or the supervisor, is an important device which can be extensively used when there is a need to communicate with a number of persons without calling a meeting. In school work there are three types of bulletins, each type being primarily designed to serve a major function: (1) administrative bulletins, (2) supervisory bulletins, and (3) public relations bulletins.³³

"In addition to the use of non-locally prepared materials, some schools maintain a regular bulletin service. . . . The service bulletin has become an important instrument for the improvement of instructional practices. . . . As with all improvement devices they must be chosen to harmonize with the particular purposes for which they are used, the personal idiosyncrasies of the users, and the conditions under which they are employed; like all aids, they are subject to certain advantages and limitations."³⁴

By means of the administrative bulletins, principals or supervisors convey to teachers and pupils information or instruction regarding routine matters of the school system. Other bulletins provide direction in matters concerned strictly with organization. These communications may be addressed to teachers, to parents, or to others, depending on the purpose. Still others are designed for purposes of appraisal and are meant for the teachers only.

33. George C. Kyte, "The Principal's Bulletins," The Principal at Work, 1941, p. 286.

34. A. S. Barr, William H. Burton and Leo J. Breuckner, "Subsidiary Techniques in Improvement Programs," Supervision, 1947, Chapter XV, p. 727.

Supervisory bulletins are devices frequently employed by the supervisory staff for publicizing activities of the different schools in a county or state or for making announcements and giving notices of matters relating to the system. The supervisory bulletins may be used to communicate to teachers sound educational practices and purposes, information regarding teaching procedures and devices, directions regarding the inclusion and placement of subject matter, specific aid in professional study, definite help in experimentation, and instruction regarding tests, their administration, and their diagnosis. Supervisory bulletins should be based upon and directed toward the solution of definite needs or problems which have been discovered by any of the usual means. They should be provocative of thought and action. Questions should be asked, actions suggested, reactions and comments invited, follow-up activities suggested, and study guides and references included. This thought is emphasized by Kyte:³⁵

"Supervisory bulletins may be utilized to raise teaching standards and levels of achievement. A supervisory bulletin is a means of unifying the teachers' work. . . .Through such bulletins, adopted policies and important decisions may be released in forms which may be preserved for reference."

The County Supervisory Bulletin, published monthly in the office of the supervisor of Hardee County, has been a most

35. Kyte, op. cit., p. 286.

effective means of keeping progress and activities of each school in the county known to all others. It is the plan to have one or more items from each school center in each issue. It has been found profitable, also, to request that items for publication be sent in at least five days before date of issue of the bulletin, to allow ample time for editing and preparing the article for printing. A drawing or illustration in color usually appears in each issue. Teachers in the county approve the bulletin and are making use of its services.

Public Relations Bulletins are, as the name implies, to be used in promoting a workable, worthwhile, public relations program. These bulletins as well as others designed to create and maintain sound public relations should have the same characteristics as any good bulletin. Among the persons who need to receive information from bulletins are: parents of children in school, county boards of education, district trustees, local newspapers to inform the public of a school's program or activities, and any one interested in and concerned about school progress.

" . . . It (Public Relations Bulletin) exemplifies (1) the notification of parents regarding an important administrative matter affecting both home and school, and (2) the giving of reasons for the administrative change."³⁶

36. Kyte, op. cit., p. 283.

Relationships

Superintendent-Supervisor

In his relationships with administrators, which include the county superintendent, the county board, principals, and other supervisors, the county supervisor should be fair, honest, open to suggestions, willing to cooperate and work with them in all policy making, and serve as a liaison officer between these officials and the schools. Armstrong³⁷ says regarding this phase of supervisory activity:

"Individuals selected to be trained as supervisors should possess moral stamina, a sense of beauty of the spirit, and an inquiring mind. They should be free of the conventional prejudices and fears. . . . To be cynical, to be superior, to be ungenerous, to be negative about supervision, is to discourage the proper individuals from electing this calling. Unless supervisors are crucially important, they are nothing."

The supervisor should regard the county superintendent as a leader, coordinator, and director of the county schools. His relationship with the superintendent should be direct but cooperative. The supervisor should be loyal and conscientious in carrying out school policies, even though he may not approve of them in detail. In working for desired changes, the supervisor's plans should be modified and initiated gradually and tactfully. The superintendent, in turn, should regard the supervisor as a most important assistant, and should delegate to him as much freedom as possible in administering schools.

37. Louis E. Armstrong, "Strategy in Supervision," Educational Leadership, Journal of Supervision and Curriculum Development, N.E.A. January, 1947, p. 248.

Teacher-Supervisor

The supervisor's relationships with the teaching personnel should be extremely tactful. Toward the teachers, the supervisor should assume the roles of counselor and friend, the one to whom they can turn in time of distress and to whom they may come with their troubles, no matter how simple they seem. The supervisor should be well-grounded in the principles of education in order that his counsel will fall upon receptive ears. Supervision as expert service on the consultant basis is an accepted principle in all difficult and complex relationships of humans in any line of endeavor.³⁸

The supervisor should at all times treat the individual members of his staff as equals in education and rank. He should be able to bring about tactful decisions whereby the aims of educational policy will be carried out. As a member of the faculty, the supervisor or the principal should be the focal point of cooperativeness and effectiveness in securing the desired ends.

"Upon the shoulders of the supervisor rests the task of developing among his teachers the cooperation necessary for ideal teaching; of protecting his teachers from detrimental outside influences and criticism; of encouraging professional development among the members of the teaching staff; of organizing his school so that effective teaching is possible; of helping the teacher to overcome difficulties that arise along the way; of encouraging teachers to share in the educational policies of the school."³⁹

38. A. S. Barr, W. H. Burton and Leo J. Breuckner, Supervision, 1947, p. 36.

39. ABC's of Supervision, University of Florida, March 1945, pp. 9-10.

Pupil-Supervisor

The relationship between the supervisor and the child should stem from a desire to help the teacher in making a study of the child, his school work and habits and attitudes, his deficiencies, and his probable successes. The supervisor must proceed in an orderly fashion to compile information concerning the cultural background of the home, the relationship between the parent and the child, the attitude toward school and home life, the child's hobbies and recreations, his work habits at home, his reading habits, and his general health. Personal contact of the child and the supervisor is desirable and may aid in shaping the pupil's ideals and career.

"Since the program of any school should attempt to meet the needs of the pupils in that particular school there can be no fixed pattern or plan for supervision."⁴⁰

"The supervisor or principal should know the individual pupil, his interests, his needs, his home, his hobbies and recreations, his work habits at home and at school, his health and his cultural background. If the school is too large for the principal to have individual knowledge of each pupil, he can at least learn details concerning problem cases."⁴¹

Community-School-Supervisor

In studying the relationship between the supervisor and the community or school center, it will be found necessary for the supervisor to aid in developing a program which will

40. Ibid., p. 11

41. Ibid., pp. 19-20.

meet the needs and demands of that community. It is, of course, necessary that he know his community, his people, their industries, their resources, and their most significant needs. The community also expects him to be a leader in outside activities. The more competence he manifests as a citizen in these activities, the more confidence the public will have in him as an educator.

"He (the supervisor) must create a favorable interest in the school. This may be done through local newspaper articles, talks at Parent-Teacher Associations, club meetings, and talks with parents. Perhaps one of the most effective methods is to create enthusiasm on the part of the pupils themselves, for they will eventually popularize the educational program in the community.⁴²

The supervisory program in Hardee County has made many attempts to observe the relationships discussed above, although it has not been wholly successful in all its aims. It is gratifying to see, however, that there is a definite, cooperative, interested spirit among the members of the administrative and supervisory staffs. It is also true that parents and other citizens of the several communities making up the county school system have displayed a sympathetic, understanding, and loyal attitude toward the program of the schools as outlined. Too, sincere efforts are made to promote a creditable, effective learning-teaching situation for all pupils and teachers within the scope of educational activity.

42. Ibid., p. 7.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The design for a program of teacher education must be based on the realization that a teacher is an individual, a citizen, and a professional worker. The program which hopes to equip a person to function adequately in the profession of teaching must recognize its three-fold purpose, and the program must be planned in terms of the needs which appear with respect to each of the three phases. It is recognized that a teacher differs from each of his neighbors. However, there are certain areas of similarity of need. The common needs of all teachers must be emphasized. In many instances we may become somewhat overwhelmed by the tremendous tasks which confront us as supervisors and principals when we attempt to meet the needs of scores of individual persons.

Since the American people are committed to the democratic method of controlling society, and since we have been trying through our schools to equip citizens to work effectively in that type of society, it follows logically that each teacher must have an understanding of the society in which she lives, of the schools she will teach, and of the contribution she will make. These needs are common to all teachers. The difference among individuals then becomes one of emphasis rather than kind.

If we accept the point of view that it is important for supervisors to think of the total well-being of teachers, then how can the supervisor help the teacher to meet these needs?

First, the supervisor must recognize his responsibility as a leader. Any supervisor who would accept leadership in building a county or local school system consistent with the highest ideals of our culture and make it work, must begin with a sound appraisal of the situation as it actually exists and work toward the desired goals. By following decisions determined cooperatively, he must demonstrate to all workers that their opinions are respected. He and the other members of the staff must work as a functioning unit and develop an expanding group philosophy of education. Through his fundamental honesty, sincerity, and the earned respect of members of the staff, he must free them from any fear that might exist of working forcefully for their ideas and from the frustration of having their planning ignored.

It should be the function of the supervisor to find all possible means for freeing teachers and pupils for fullest participation and cooperation in formulating the purposes and policies of the school program. This will mean protecting in every possible way their security. It will mean recognizing the worth of each individual and his contribution. It will mean the development of a group spirit which stimulates and draws out of its members their best contributions.

It may mean instructing individuals and helping them in self-activated growth. It may mean protecting some individuals from criticism of others. It may mean the development of techniques for the suppression of those individuals who would take more than their share of the supervisor's time, or veer from the common objectives. This emphatically means that the supervisor must not let the routine and details manage his job. Routine and detail, although very necessary, must be delegated to people responsible for these tasks in order that the supervisor may have time for concentration on the improvement of instruction.

As a philosophy of education emerges, there should be parallel study, research, and experimentation to obtain the facts needed in developing an enlarged view of education. In short, the supervisor and the staff need to think seriously and clearly about what they are going to do and why. All those activities which do not bear upon the achievement of the ultimate purposes of education should be questioned. The purposes themselves should be questioned in light of the present situation and continually adapted to it.

The supervisor carries out part of his responsibility through directing the things that comprise the environment of the schools. He must see to it that the educational process can take place under good conditions. Every possible provision for enriching the environment of the learning situation should be provided.

Among the techniques which have proven most effective for supervisory use in the in-service teacher training work are classroom visitation and demonstrations by teacher personnel and others who have achieved successful instruction; the county workshop, useful in orienting and informing members of the teaching staff on policies and procedures; teachers' meetings for the development and publicizing of school regulations and activities, and for training in school procedure; the bulletin which is commonly used to reduce to written form reports, summaries of teachers' meetings, a graph of the distribution of marks given by teachers and departments, results of a testing program, and dozens of other informative items; faculty meetings which are important for unifying and organizing school facilities and policies; and professional libraries useful in providing research and professional facilities.

In recent years, leaders in supervision have given much thought to the place of democratic procedure, cooperation, and leadership in supervisory activities. If supervision is to operate in harmony with the dominant aim of education in a democracy, a democratic relationship must exist between teachers and pupils. This can hardly be achieved if the relationship between supervisor and teachers is undemocratic. Supervision must provide for group participation in the definition of problems and in the development of plans for

dealing with those problems. There cannot exist the superior-subordinate type of relationship. It must be a psychological atmosphere in which teachers and supervisors manifest a mutual interest in problems, have a mutual concern for the improvement of practices, cooperatively participating in arriving at better solutions. Each must respect the sincerity of purpose and personality and integrity of the other and recognize that each member of the group has valuable contributions to make. It is always a problem of marshalling all of the available resources in the interest of improved educational services to the school, the community, or the county. Professional leadership is the kind of leadership which makes this type of democratic, cooperative working together a reality in the truest sense of the word.

CHAPTER V

AN EVALUATION

Evaluation is a continuous process and is an appraisal of progress in terms of objectives, both long range and immediate, formulated at the beginning of the supervisory program.

As applied to the supervisory program in Florida, evaluation shall be understood to mean accumulating and interpreting "tangible" evidence of the effectiveness of such a program.¹

Ways of evaluating the program may be outlined as:

1. Observation of total school growth

- A. Evidence of teacher growth

- (1) In cooperative teacher-planning
 - (2) In pupil-teacher planning
 - (3) In the selection, use, and organization of instructional materials
 - (4) In the ability to make adjustments in accordance with sound, educational practices
 - (5) In the application of the school's philosophy of education in every phase of school living.

- B. Evidence in curriculum development

- (1) Selection and use of textbooks
 - (2) Use of community resources
 - (3) Development, maintenance, and use of libraries

1. Reports of Florida Conference of Supervisors, 1944, p. 43.

- (4) Use of audio-visual aids
- (5) Extent to which the following services are used: State Department of Education, State Health Board, the County Office of Public Instruction, and community groups.
- (6) Extent to which schools cooperate in the sharing of ideas, suggested procedures and materials
- (7) Extent to which continuous effort is made to adjust the curriculum to meet the needs of the individual child.

C. Pupil Growth

- (1) Scholastic achievement
- (2) Initiative and ability to take responsibility
- (3) Ability to work together harmoniously
- (4) Maintenance and growth in desired health habits
- (5) Consideration of self and others
- (6) Growth in emotional control

D. The Physical Plant

- (1) Improvement in lighting, ventilation, and heating
- (2) Improvements in attractiveness and cleanliness of classrooms, buildings, and grounds
- (3) Freedom from disturbances

E. Statistical Means of Evaluation

- (1) Administration, interpretation, and use of tests and measurements
- (2) Interpretation and use of age-grade studies

- (3) Summarization of surveys made
- (4) Evidence of improved care and use of available materials

F. Comments and Opinions

- (1) Comments from county superintendents, principals, teachers, and other co-workers
- (2) Reactions of parents and pupils
- (3) Reactions from civic groups and the press
- (4) Sharing experiences with other supervisors, principals, and teachers

- G. Each supervisor should, working cooperatively with teachers and principals, set up criteria for evaluating the total program and specific areas of the program.²

Measurement of the effects of supervision in Hardee County must ultimately be made in terms of increased and properly directed pupil growth. Not all growth of teachers or pupils can be measured adequately; however, it is possible to get a somewhat valid and reliable evaluation, provided the study is made with a sufficiently large number of teachers over a sufficiently long period of time. Perhaps the most concrete and convincing evidence of pupil growth is found in a comparison of the results of standard testing programs conducted in 1944 and in 1948. The table herewith presented shows the comparisons between the results achieved in the two years indicated for nine white schools in Grades three, six, and eight. Averages given in the table are county medians in

2. Ibid., pp. 43-44.

each of the grades, and definitely reveal the fact that there is a need for further training in testing techniques and in the lack of understanding of the test procedures at the third grade level. Careful study of the results of the tests has been made by the teachers of the county, and it is believed by them and the supervisor that third grade children need to be given more opportunities for practice in test-taking in order to be more secure and accurate in the following of directions. A definite program is being developed in the county in order to bring about better understanding among the children at this grade level for future consideration by the total faculty group.

Table III will be found on the following page.

TABLE III

HARDEE COUNTY - STANDARD TESTING PROGRAM
STANFORD ACHIEVEMENT TESTS

<u>Nine White Schools</u>		
<u>County Medians</u>	<u>September, 1944-45</u>	<u>September, 1947-48</u>
Third Grade	2.6	2.6
Sixth Grade	5.0	6.3
Eighth Grade	7.9	8.2

The above report of the testing program in the two periods with time lapses of four years, shows that in the Third Grade there was no change in the achievement made in pupil progress; in the Sixth Grade, however, there was very satisfactory improvement in achievement; in the Eighth Grade, there was no spectacular improvement or gain in pupil growth and achievement, but the median achieved is superior to the national norm of 8.1. The Sixth and Eighth Grades have had testing experience prior to reaching these grades, while to the Third Grade, such a procedure is a new experience. This accounts, to some degree, for the lack of progress in the four years at this grade level.

To continue this analysis of medians achieved, teachers have reached the conclusion in Hardee County that Third Graders need more practice in test-taking and more general instruction. Since this need is recognized by the supervisor and the teachers, plans are being made now to provide experiences for the children to give them the needed practice and drill required to bring standards up. Tests obtained from textbook companies, which are designed to accompany adopted texts are being used, along with emphasis on a more comprehensive and thorough presentation of textual and supplementary materials by the classroom teachers in efforts to provide a background of experience and activities for enriching and expanding the learning of the children.

In addition to stress in areas of learning which need more emphasis, students throughout the county have shown progress within the last five years in their initiative and in their ability to work together. Group and committee activity in all the schools is fine. Examples of this progress in the development of these qualities are the Safety Patrol Organizations, student government activities, 4-H and Health Club work and others--the planning, proceedings, and activities of which are carried on by the children themselves. Teacher sponsors, standing by to aid in solution of problems too difficult for youth, keep the general direction of programs constant. The Wauchula City Schools, Oak Grove, and Limestone Schools have done a splendid work in promoting the above pupil activities through challenging students to accept responsibilities for carrying on club activities and planning for full participation in school and out.

In the physical plants of Hardee County, much improvement in lighting, heating, and ventilation have been realized. Florescent lights have been installed at Ft. Green, Oak Grove, Wauchula Primary and Elementary, Lemon Grove, and Zolfo. Painting in classrooms of the above schools has also been done. New toilet facilities and water extensions have been installed in all but one of the elementary schools since 1944, and this one exception will become a part of a consolidated school very soon. No one who was informed about conditions of the physical

plants some four or five years ago, can fail to feel pride in the outstanding progress made in these areas.

The cooperative and democratic methods employed in the selection and use of textbooks for use in Hardee County attests to the splendid cooperative spirit of the teachers. It is the policy of the county superintendent and the county supervisor to insure to each child in the schools sufficient textbooks and materials with which to carry on creditable work. County-wide campaigns are annually conducted to promote wise use and care of materials of instruction. Each classroom teacher and student is informed early in the year that purchases of needed library supplies will be seriously hampered unless schools can show an appreciable saving from the State Textbook Fund. In addition to the allocation per pupil allowed for purchase of library books, the savings from textbook moneys has considerable significance to each pupil and teacher. Only through concerted effort and care can sufficient and suitable books and materials be secured. This responsibility, required of everyone to build up the amount allocated to the several schools for desired books and supplies, has developed pride in the present elementary libraries in the county schools.

The use of the adopted texts and supplementary aids designed to accompany them has brought about improved learning and participation in development of lesson assignments. Suggestions and instructions given in connection with the texts

are being utilized in the schools, to such an extent that it is often a real problem to the supervisor to supply additional materials requested by teachers and pupils.

Utilization of community resources is perhaps the one area of progress in which little has been done in the local situation. Of course, many field trips are made each year to nearby points of interest and importance, but there are yet many teachers who need to make use of the every-day resources about them for giving worthwhile experiences to the students. Near us is beautiful Bok Tower which is rich in opportunities for learning, in architecture, in plant life, in bird lore, and in sentimental appeal. Also in convenient proximity, Cypress Gardens, Silver Springs, Ringling Circus Headquarters, Gamble Mansion, and many other scenic spots which are filled with historic, scientific, and cultural opportunities for learning. Many groups from the county schools have visited these places and derived pleasure and benefit from the visit, but there is a need to utilize these advantages more extensively, as well as to use resources within our own county.

The State Department of Education plays a very important part in the development of the educational program in this county. Consultants, subject matter specialists, and field supervisors frequently visit and work here aiding the supervisor and the teachers in promoting good teaching practices and helping to establish policies which have implemented the

instructional program. At the Pre-School and the Post-School Conferences, these state staff members have contributed their able services and leadership in promoting learning in special subjects and in developing common understandings for all.

The State Health Board has aided Hardee County in its health problems. Services of a doctor, nurse, free materials and bulletins have been utilized through the County Health Unit and the State Board. Through immunization, vaccination, and physical examinations for the children and the work of the county sanitation officer, health knowledges and practices have been expanded.

Without exception, the county office of public instruction has worked harmoniously and effectively in securing better school facilities and materials of instruction, as well as fostering in the teaching staff a feeling of sympathy, understanding, and cooperation. Too, civic and lay groups are willing to share the responsibility assumed by the schools in providing opportunities to students for participation and contribution in community activities and obligations. Hardee County is fortunate in having business men, ministers, and officials who come to the support of the thirteen schools in their efforts to develop the potentialities of its youth. Parents and pupils, too, have justifiable pride in the schools, feeling they are a part of the county system and that only with complete cooperation can best results for pupil growth be realized.

There is a wholesome relationship among the members of the county school staffs. Teachers, principals, supervisor, and superintendent share experiences with one another, and make sincere efforts to place natural progress and the satisfactory on-going of the schools first in importance. There is also a cooperative relationship between the supervisor, the principals, and teachers that is high in quality. In developing the county program all have planned and thought together. There is no imposition of plans or policies handed down by officials, but all sit in the conferences for planning, and decisions are arrived at cooperatively. Gone is the traditional concept of the supervisor as the person who knows, with the teacher always as the learner--and good is the riddance! The supervisor and the teacher are peers. Each learns from the other, and both learn from the children. Only upon such a basis of democracy in action can real growth of teachers, supervisors, and children come about.

A county-wide philosophy was adopted in 1945, with recommendations to the schools to adapt or modify it to their own use and situation. Each year it is revised and re-adopted by the entire group of teachers. The revision is developed by a committee representing all the schools, presented for approval and adoption to the conference, and accepted by them as a guiding series of principles for action. This procedure has aided in unifying plans, thinking, and procedures in the county. Teachers, having developed the

instrument, feel obligated to support its premises, and such a coordinating, harmony-getting device has proved to be of considerable value to all.

"Most persons, though mature and adult, have not yet achieved a conscious understanding of their own biases and prejudices, and so are unable, even when they may be willing, to hold them in abeyance, while they permit others the opportunity to think for themselves, formulate opinions, and come to individual and group conclusions. It would seem important, therefore, in helping individuals to expand and grow progressively in this area, to understand each personality in terms of his relationships and attitudes toward the democratic way of life. It would probably be necessary for all to effect changes in their own concepts before growth could be expected in their work with children. It would mean changes not only in opinion, but in attitude, behavior, and in relation to dynamic living in a democracy. This is probably one of the most difficult but thrilling inter-personal relationships that the supervisor may develop, and it is in this very relationship that the most profound leadership qualities he may possess are called into play. When a relationship is established in which there is mutual confidence, respect, and faith, the supervisor may then, if he is sensitive to opportunities, encourage the individual to break through his present organization for excursions into new thinking, attitudes and practices."³

To emphasize the foregoing, it seems wise to say that it must be remembered that the ingredients for real success in supervisory relationships are the same wherever found. Skills, understandings, materials, ideas, and personalities, all are dependent for their effectiveness upon the rapport developed among members of the teaching-learning situation.

In Hardee County an evaluation of the services of the

3. Edith Gann, "Self Development Through Guidance," Educational Leadership, Journal of Supervision and Curriculum Development, January 1947, p. 250.

supervisor cannot be considered without taking into account the degree to which leadership has developed the spirit of democracy in the classrooms. It seems necessary to state that democratic educational procedure, in the last analysis, rests upon the teacher in her classroom. To be effective, she must be able to play the democratic role expertly; be able to interpret the purposes and methods of democratic education to parents and school patrons; have a realistic understanding of social forces and how they work in the community life; successfully combat undemocratic forces; and have experiences in cooperating with democratic community groups in their efforts to extend the common welfare.

Although it is quite difficult to say in definite, indisputable terms how effective supervision has been in the local situation, there are certain evidences which may be given to support the claim that progress has been made.

Among the encouraging marks of progress to be observed almost daily be administrators, supervisors, and others.

Teachers are beginning to think of the purposes of education in terms of the self-development of pupils; knowledge is not an end in itself, but the means whereby skills, interests, understandings, attitudes, and emotional controls are developed. Selection of knowledges taught are more in terms of pupil needs than formerly.

Teachers' written tests are designed to test the pupil's

ability in applying knowledge to a new situation; the tests afford opportunity for consideration of facts, but also reflect the importance which teachers attach to relationships as an outcome of behavior.

Books, materials, and other resources play their part in the learning experiences of pupils, but the generous use of graphic aids such as movies, recordings, maps, globes, charts, and concrete objects are being utilized more and more.

Classroom organization has improved so appreciably within the last five years that there is much more opportunity for a wide variety of activities, undertakings, and real living. Materials and resources for learning are much more readily available, and the staff in general, as well as the pupils, are contributing their thinking and planning to make these resources contribute to the learning of the total group.

School and community relationships have been developed to the extent that the staff is encouraged to cooperate with the community, particularly in the two Wauchula City Schools, Popash, and Zolfo Elementary Schools, in providing and fostering civic participation and experiences on the part of students.

Utilization of unit teaching gives provision in a practical way for meeting the needs in individual differences, a teaching method functionally used in the Wauchula and the Bowling Green Schools. Stress has been given to break down

subject matter lines where practical, and the development of desired insights, attitudes, and other traits of mind and character have been emphasized. These changes from the traditional methods of teaching have not come without conscious effort on the part of instructors, but through constant study and discussion in teachers' meetings, individual conferences, and state leadership in the way of bulletins and other data, much progress has been secured in the acceptance of this method.

Development of a spirit of participation by teachers in teachers' meetings, group sessions, discussions and the like, has increased within the past few years almost beyond measure. Evidences of this growth is conclusively demonstrated by noting comparisons of participation and responsibility assumed by teachers in the first Pre-School Conference in 1944 and in the recent one in 1948. Of the seventy-six teachers and school personnel present at the conference in 1944, some six or eight members took an active part; in the 1948 conference, there were not fewer than sixty teachers out of a possible eighty-five, who served as group chairman, active committee members, or leaders in proceedings relating to the conference. This change reflects, probably more than any other evaluative procedure, the growth and development which has occurred within supervisory plans and programs in Hardee County.

If supervision has been on trial in the local situation or in the State of Florida in general, only tangible evidence as the above can save it. Is the evidence herewith presented convincing enough to justify the additional expense to the people of Hardee County or to the State of Florida? If comments from superintendents, principals, and the teachers are considered of value in an evaluation of the program, there can be little doubt of its benefits to in-service training. Just so long as teachers throughout the state cooperate and appear to appreciate the services of supervision as they do in the local situation, the efforts and costs are justified and most challenging to state leadership and state planning.

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